



Hunsbury Park Primary School

Maths Policy

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Statement of Intent

At Hunsbury Park Primary School, we believe that all children can and will achieve in their Maths learning. All staff are committed to the teaching of Mathematics, promoting it as an enjoyable and fundamental part of life. Our daily Maths sessions empower children and enables them to successfully challenge and embrace a love for Maths.

We follow a Mastery style curriculum through the implementation of White Rose across the whole school, providing the children with the opportunity to develop mathematical concepts, improve fluency in calculation and apply their mathematical knowledge to the wider curriculum.

We aim to provide opportunities for children to work with concrete resources, pictorially and in an abstract form to both consolidate and deepen their mathematical knowledge. From early years, the children are fully immersed into Maths through a wide exposure to number and this is delivered by our staff in an engaging and creative way. This continues through the school where teachers are passionate about the delivery of Maths and exploring what children are capable of. We work with outside agencies such as the Enigma Maths Hub to continuously develop our own practice and enable staff to be trained fully on the mastery approach to Mathematics.

We strive to support our children in achieving economic well-being by equipping them with a range of mathematical skills and the ability to solve problems in a variety of contexts. We want our children to be aspirational and by creating a positive attitude towards Maths, we aim to equip our children with the necessary life skills with which they can succeed in later education and life.

Statutory requirements for the teaching and learning of Maths are laid out in the National Curriculum in England: Framework Document (2014).

Aims

Our aim is to support, scaffold and challenge children to become competent and successful mathematicians by the time they reach KS3. We want children to develop and strengthen a love and passion for Maths that they can take both throughout our school and into their new stage of education. Through continuous consolidation, deepening activities and effective challenge, we aim to create a fun and successful Maths curriculum that can provide opportunities for children in further education and beyond.

At Hunsbury Park Primary school, we aim to deliver a curriculum that:

- Develops a positive attitude towards the subject of Maths and the awareness of how Maths links to everyday life
- Creates and develops confidence and competence across the whole subject
- To strengthen number skills to give the children a strong foundation in the subject
- Promotes problem solving through mathematical reasoning and discussion
- Develops a practical understanding of the subject of Maths by using concrete apparatus to build subject knowledge
- Supports mathematical fluency to allow the children to develop the fundamentals in Maths
- Provides increasingly more complex problems over time so that children's understanding, ability to recall and apply knowledge develops further
- To make links and spot patterns in Maths, allowing the children to strengthen their conceptual understanding of the subject

Curriculum Design and Implementation

Staff use White Rose Maths Schemes of Learning as a starting point in order to develop a coherent and comprehensive conceptual pathway through the mathematics. The focus is on the whole class progressing together and collaborative planning with year group colleagues is encouraged to ensure consistency. In line with the Teaching for Mastery approach, learning is broken down into small, connected steps, building from what pupils already know. Contexts and representations are carefully chosen to develop reasoning skills and to help pupils link concrete ideas to abstract mathematical concepts. The use of high quality materials and tasks to support learning and provide access to the mathematics is integrated into lessons. These may include White Rose Maths Schemes of Learning and Assessment Materials, Power Maths textbook activities, NCETM Mastery Assessment materials, NRICH, ISeeMaths, visual images and concrete resources.

Maths sessions at Hunsbury Park are taught daily to introduce, consolidate and strengthen either new or previously taught concepts. Teachers plan for and address misconceptions arising from White Rose sessions to ensure that all children are developing their mathematical understanding. All areas of Maths are taught in line with the National curriculum with each year group given sufficient time to embed the mathematical concept.

White Rose has a clear focus on Fluency, Reasoning and Solving Problems. This is supported by conceptual and procedural variation and mathematical thinking. This focus is adopted by Hunsbury Park where the approach to all mathematical concepts allows the children to work within a concrete, pictorial and abstract context. Resources are made readily available within Hunsbury Park so that all children have access to them.

Arithmetic

Number and arithmetic skills are a focus for Hunsbury Park Primary School to enable children to develop the fundamentals in Maths. This gives the children the platform to access other mathematical concepts within the subject as well as boosting the children's self confidence and competency. We aim to teach fundamental arithmetic skills sequentially and these can be found in our fluency strategy.

In Phase 1, number features heavily within the curriculum where children are encouraged to use concrete apparatus to support their understanding. Arithmetic sessions are also incorporated to ensure that children are developing both number sense and the ability to calculate confidently. Within this stage, times tables are introduced and built on systematically to ensure progression.

In Phase 2, arithmetic sessions are daily to highlight the importance of number competency. These sessions are aimed around calculation, where the children try to improve both understanding and efficiency with mathematical operations. Fluent in Five is regularly used to support both accuracy and speed as well as times tables and multiplication challenges to build number confidence. Times tables rockstars is also used as an additional resource for the children to build speed and accuracy with times tables.

In phase 2, every half term, children are asked to complete an arithmetic paper, suitable to their age group, to track progress of children's calculation skills.

Assessment and Marking

Assessment is an essential part of teaching and learning and it is a continuous process which is used every day at Hunsbury Park.

Within Maths, formative assessment is used daily as a teaching tool, allowing class teachers to plan for and address misconceptions and misunderstandings. Regular formative assessment is used to feedback to children, ensuring that the children are aware of targets and improvements as well as the knowledge that they are building on their learning. This is done through:

- Daily marking of work
- Analysing and addressing misconceptions
- Adapting planning to cater for misunderstandings
- Asking questions
- Challenging and probing children's responses
- Facilitating discussions and making observations

Maths sessions are marked daily to address and plan for the children's understandings. For specific marking and feedback comments, please refer to the marking and feedback policy.

Summative assessments are carried out every half term in Maths in order to track children's process. These results are shared with the children so that they can have a sense of achievement and recognise their progress in Maths. This also allows staff to analyse the assessments and address both individual and class misunderstandings that may need revisiting.

Monitoring and Review

The Maths leader and members of senior management take part in monitoring standards and quality in mathematics through lesson observations, book scrutiny and monitoring of plans. This is to ensure adherence to the agreed maths policy as well as monitoring quality of teaching. The Maths leader will set priorities for the school to ensure both consistency and progression.

The mathematics leader is released regularly from their classroom in order to work alongside other teachers and support staff. This time is used to monitor and evaluate the quality and standards of mathematics throughout the school and enables the leader to support teachers in their own classrooms.

Opportunities for teachers to review planning, policy and published materials are given on a regular basis during staff meetings. Opportunities are made to review planning, policy and the published materials used for mathematics.

The mathematics policy will be reflected in our practise. The policy will be reviewed September 2022.