

Longcot and Fernham Primary School



Maths Policy

2024

School	Longcot and Fernham CE Primary School
Date of policy	September 2024
Member of staff responsible	Mrs Sally Robins
Review date	May 2025

Intent

When teaching mathematics at Longcot and Fernham Primary School, we intend to provide a curriculum that guides all children in seeing the beauty and relevance of number; appreciating the interconnected relationships maths has within the world around them. Using White Rose as our foundation, we aim to provide an ambitious and inclusive curriculum where fluency, problem solving and reasoning skills are placed at the centre of all learning. Within the curriculum, the application of a CPA (concrete, pictorial, abstract) approach is essential. We place great emphasis on the use of manipulatives at each stage of learning throughout all Year groups at our school. We believe this is core to providing the sequential building of skills that enables children to develop a deep understanding of number and the number system. Central to White Rose and the Mastery Approach, is our belief in the significance of Growth-Mindset. Our maths curriculum aims to help children develop resilience, curiosity and the ability to see the patterns and links around them. Through this process, we believe children will become highly skilled mathematicians of the future, who continue to value and enjoy the subject into adulthood. Our school values of Love, Honesty and Respect are embedded throughout the curriculum and play a significant role within Maths lessons.

Implementation

We use White Rose throughout our school to guide and shape our yearly overviews and progressive small steps. This approach is built upon the Mastery Approach, which moves through a cycle of units, whereby children progressively build skills and prior learning set within clear learning routines.

Each lesson starts with a Flashback 4, which embodies how throughout our curriculum the awakening and application of prior knowledge is seen as pivotal. We expect children to retain, make links and comment on the patterns and relationships they see within their learning. By doing this, we believe they will become confident mathematicians who effortlessly see the interconnected relationship of their learning.

Lessons then progress to developing children's **fluency** with number and the content being built upon. Children will then learn to **problem solve** using their new skills and knowledge before answering deeper **reasoning questions**. It may be required that teacher's recap, revisit and revise any of these steps before progressing forwards to ensure the learning is secure. Although we use Master the Curriculum and White Rose resources, teachers will adapt and supplement these materials to meet the needs of the learners in their classes.

As with all areas of the curriculum, direct vocabulary teaching is essential. To aid this staff will follow a vocabulary progression map, directing teachers to the essential vocabulary for each unit covered. This follows the vocabulary used within White Rose.

Likewise, we value and understand the importance of number bonds and

counting in giving children the strong foundation they need to achieve deeply within the subject. To aid this, we have also created a Number Bonds and Counting Progression Map, which guides teachers on what to focus on in each term within each Year.

Effective use of educational visits and visitors are planned where possible to enrich and enhance the pupils' learning experiences within the maths curriculum.

In maths, as across the curriculum, we ensure that children with SEND are scaffolded in their learning to access the same content as their peers. This is achieved with the support of Master the Curriculum and White Rose materials, additional adaptations as outlined in the child's Pupil Profile/ Support Plan and specific resource, or adult intervention as required.

Impact

Assessment is an integral part of our teaching process and we use it to inform future planning and to facilitate scaffolding. Therefore, assessment is an ongoing process of using formative evaluations within lessons and through marking and feedback.

Teachers will make termly summative assessment judgements using evidence on how well children have made progress against the core objectives as outlined within the National Curriculum and either Master the Curriculum or White Rose.

Teachers in KS1 and KS2 will use end of unit assessments and PUMA tests to inform their termly teacher assessments. Evidence gathered from group work in class, book sampling and verbal interactions with children will also be used to help inform overall assessment grades given. In KS1, we have also developed an assessment to monitor progress with Number Bonds and Counting, which follows the expectations outlined in the Number Bonds and Progression Map. Teachers will record children's progress each term to help inform end of year judgements, identify focus groups and aid effective monitoring from Subject Coordinators and SLT. This summative assessment is reported to parents annually.

In the Early Years Foundation Stage, assessments are made by tracking progress against the Development Matters criteria, which link to and inform judgements made against the ELG (Early Learning Goals). Assessments come from observations of children, evidence collected during small group sessions and work sampled in their learning journeys. These assessments are made at the beginning of the year as part of the Baseline assessment and then teacher assessment judgment are made on a termly basis.

Monitoring from Subject Coordinators and SLT takes place regularly to ensure coverage, progression and continuity throughout the school. This is done through sampling children's work, teacher planning and talking to staff and pupils. Lesson observations are used to provide support to other members of staff and as part of

professional development.