

# Hurstbourne Tarrant Church of England Primary School

*'Love of Learning, Love of Life, Love of Christ!'*

## Maths Policy



Our School Christian Values = REACH

R=respect    E=ffort    A=im High    C=are and love    H=onesty

Headteacher Signature:	Date: May 2025
Chair of Governors Signature:	Date: May 2025
Date for renewal: May 2028	

### Our School's Christian Vision

*Through 'Love of Learning, Love of Life, Love of Christ,' we aim to ensure that our school is a place which enables children to fulfil their journey together in mutual respect within an environment that enables children to have a positive purpose in life being true to themselves and others.*

### Our School Values

**Respect** – valuing each other and celebrating differences.

**Effort** – always trying our best.

**Aim High** – setting ourselves new challenges.

**Care and Love** – selfless service to others, putting others before ourselves.

**Honesty** – living with integrity, saying what we mean and mean what we're saying.

*'Mathematics is a tool for everyday life. It is a whole network of concepts and relationships which provide a way of viewing and making sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real life problems. (NRICH website).*

At Hurstbourne Tarrant Primary School we believe in a stimulating maths curriculum to enable the children to develop a positive attitude and a feeling of success and confidence within a varied mathematics programme. The children will have opportunities to draw mathematical experience and knowledge from an Integrated Curriculum and the use of Computing where appropriate. Every child will have equal access and opportunities to fully participate in the mathematics curriculum as shown in the policies for Special Educational Needs and Equal Opportunities.

## **1 Aims**

**1.1** Using the Programmes of Study from the National Curriculum and our calculation policy, it is our aim to develop:

- a positive attitude towards mathematics and an awareness of the fascination of mathematics.
- competence and confidence in mathematical knowledge, concepts and skills.
- an ability to solve problems, to reason, to think logically and to work systematically and accurately.
- initiative and an ability to work both independently and in co-operation with others.
- an ability to communicate mathematical thinking and ideas.
- an ability to use and apply mathematics across the curriculum, and in real life.
- an understanding of mathematics through a process of enquiry and experiment.

## **2 School Policy and The EYFS And National Curriculum**

**2.1 Knowledge Skills and Understanding.** In the Foundation Stage teachers use the EYFS Framework. At KS1 and KS2, teachers use the programmes of study laid out in the 2014 National Curriculum supported as well as the materials published by The White Rose Hub. These are arranged through Long and Medium term plans to ensure clear coverage.

**2.2 Breadth of Study.** Through careful planning and preparation we aim to ensure that throughout the school children are given opportunities for:

- practical activities and mathematical games.
- problem solving.
- individual, group, and whole class discussions and activities.
- open and closed tasks.
- a range of methods and strategies of calculating eg. Mental or pencil and paper.
- working with computers and programmable toys as a mathematical tool.

### **3 Provision of Work**

**3.1** Our school programme of learning is based around the objectives from the 2014 National Curriculum programmes of study and on regular assessments, taking into consideration the needs of all children. In the EYFS, the children work towards the Early Learning Goals for mathematics. The programme of study is adjusted as appropriate to meet the needs and next steps of the pupils within each individual class.

### **4 Integrated Curriculum**

**4.1** Throughout the whole curriculum, opportunities exist to extend and promote mathematics in many subject areas. Teachers seek to take advantage of all opportunities in order to develop links between mathematics and everyday learning. This is particularly clear in the Geometry and Statistics elements of the curriculum which are applied through the topic planning.

### **5 Teachers' Planning And Organisation**

**5.1** Each class teacher is responsible for the mathematics in their class, in consultation with, and with guidance from, the mathematics leader. The approach to the teaching of mathematics from years 1 to 6 within the school is based on six key principles:

- mathematics lesson 4-5 days a week.
- a clear focus on direct, teaching and interactive oral and practical work with the whole class and group.
- the use of 'intelligent practice' and 'faded scaffolds' to support learning.
- an emphasis on fluency and reasoning using the Teach, Practise Apply model within each learning journey.
- that each maths unit of work is part of a learning journey and this will be evident within the Maths books and/or the working walls within the classroom.
- 7 in 5 sessions to revisit prior learning and ensure knowledge of previous learning is retained.

**5.2** Lessons are planned using a common planning format and are collected and monitored by the mathematics co-ordinator.

**5.3** Teachers of our Reception Class base their teaching on objectives from the Early Years curriculum; this ensures that they are working towards the 'Early Learning Goals' for Maths which includes developing an understanding of number, language, early calculation and understanding patterns.

## **6 Special Educational Needs**

**6.1** Children with SEND are included within the daily mathematics lesson and are differentiated for as appropriate. Children with SEND are identified on staff planning formats and targeted support, when available, is given to these pupils.

**6.2** Sandwell Diagnostic Assessments will be used to identify specific gaps in learning to target further support.

## **7 Pupils' Records of Their Work**

**7.1** Children use exercise books to collate their work. Photographs and observation sheets are also used to record evidence of work. All children are encouraged to work tidily and neatly when recording their work. When using squares one square should be used for each digit.

## **8 Marking**

**8.1** Pupils' work is marked in line with the school's marking policy. Children are encouraged and expected to respond to developmental marking with Assessment for Learning clearly evident in the Maths books.

## **9 Assessment And Record Keeping**

**9.1** Children's mathematical understanding is currently assessed using Target Tracker. This informs next steps of learning as well as indicating summative levels of attainment. SATs tests are also used at the end of the years 2 and 6 to measure attainment of pupils. Children are encouraged to self assess their understanding during lessons referring to where they are on the Learning Journey and referencing the Success Criteria in the Learning Intention slips which informs next steps in learning.

## **10 Monitoring and Evaluation**

**10.1** The mathematics leader is released from his/her classroom in order to work alongside other teachers. This time is used to monitor and evaluate the quality and standards of mathematics throughout the school and enables leaders to support teachers in their own classrooms. Opportunities for teachers to review the scheme, policy and published materials are given during staff meetings. The Mathematics

Leader has opportunities throughout the year to conduct pupil interviews. These interviews give leaders the opportunity to evaluate children's learning and their attitude towards maths. The Mathematics Leader will also liaise closely with the Mathematics Governor – reporting regularly on progress towards targets identified in the School Improvement Plan.

## **11 Parental Involvement**

**11.1** Parents are invited to a workshop at least once a year. This gives parents the opportunity to understand how mathematics is taught in the school and to learn about particular strategies that children use in mathematics. The focus for these sessions is decided through parental consultation. Parents are also reminded that staff are always available to help if they need clarification on a strategy. The school also subscribes to Mathletics to support home learning.

## **12 Staffing and Resources**

**12.1** In classrooms, maths toolkits and working walls are available to support the children in their mathematical learning and understanding. In the EYFS classroom, there is a dedicated maths area that is well resourced for children to freely access. They also have a working wall to help.

## **13 Homework**

**13.1** We like to provide parents and carers with opportunities to work with their children at home. These activities may only be brief, but are valuable in promoting children's learning in mathematics. Activities are sent home on a regular basis and take the form of number games and tasks with some formal exercises for older children. In Key Stage 1 Maths Rocket Challenges are sent out every half term for children to complete.