



## Eccleston C.E. Primary School

*Let Our Light Shine*

### Maths Policy

Teaching, Learning and Personnel Committee

Reviewed: Autumn 2019

Approved by Teaching, Learning and Personnel Committee: Autumn 2019

Approved by Full Governing Board: Autumn 2019

Signed by Chair of Governors:

Review Date: Autumn 2022

**Eccleston CE Primary School**  
**Mathematics Policy**

**Introduction**

Mathematics teaches us how to make sense of the world around us through the development of the ability to calculate, communicate, reason, apply knowledge and problem solve. It enables children to understand and appreciate relationships and patterns in both number and space in their everyday lives. Therefore a high-quality and ambitious maths education will provide our children with a foundation for understanding the world, equipping them with the ability to reason mathematically and a sense of enjoyment and curiosity about the subject.

**Intent**

At Eccleston Primary School we intend to support the children's learning by:

- Using National Curriculum objectives to develop fluency in maths and so develop children's knowledge, skills and understanding in mathematics.
- Develop a positive attitude towards mathematics by making learning enjoyable and interesting.
- Encouraging them to work independently or cooperatively with a partner, small group or as a class.
- Help them to become aware of the importance and uses of mathematics in everyday life.
- Allowing them to practise what they know to deepen their understanding.
- Planning opportunities for them to apply mathematical knowledge to work in other curriculum areas.

All children at Eccleston have access to a challenging, broad and balanced mathematics curriculum regardless of gender, race, cultural or social background, special educational needs or being more able learners. At Eccleston we achieve this through the provision of suitable quality learning opportunities for each individual child, usually within their year group.

**Implementation**

At Eccleston we use a variety of teaching and learning styles in mathematics lessons, which are adapted to meet the needs of all pupils. Each child will have at least four hours of mathematics per week, taught both discretely and through cross-curricular links with other subjects appropriate to class topics. Teaching styles include:

- Using quality resources, such as; NRich, White Rose, Maths No Problem, NCETM materials.
- Incorporating concrete, pictorial and abstract resources and methods to embed learning in maths.
- Varied and frequent practice of increasingly complex problems and investigations.

- Promoting confidence and competence in mathematical knowledge, language, concepts and skills.
- Mathematical discussion as a whole class, group or pair.
- Children generally taught in their year group, with a multi-sensory approach to ensure the inclusion of all children and relevant support for children working below the expected level or key questions to promote higher order thinking skills for children working at a greater depth standard.

All of the children in Reception access the Early Learning Goals used as part of the Early Years Foundation Stage. In Key Stage 1 and 2, the children are taught using National Curriculum guidelines, with emphasis on Mastery. The programmes are set out year by year, in a sequenced and structured way. In Key Stage 1 the focus is to ensure that children develop confidence and mental fluency with whole numbers, counting and place value. In lower Key Stage 2 children should also begin to develop efficient written methods and perform calculations accurately with increasingly large numbers. The focus in upper Key Stage 2 includes ensuring that the children extend their understanding of the number system and develop connections between multiplication and division with fractions, decimals, percentages and ratio. Throughout the school, these skills are then used to problem solve and calculate answers for all areas of the mathematics curriculum. (Our Calculation Policy includes examples of the progression of the four operations).

### **Impact**

Our expectation is that the majority of children will move through the programmes of study at broadly the same pace. Most children will be working at the expected level for their year group, with some working at above the expected level; greater depth. Those children who are not sufficiently fluent with earlier objectives will consolidate their learning before moving on, using a range of resources and support strategies. Teaching staff will take the decision about when to progress based on each child's understanding and readiness.

Through careful planning and quality teaching, children will develop a positive attitude towards mathematics, allowing them to work through the process of enquiry and investigation by reasoning, thinking logically and recalling and applying their knowledge rapidly and accurately.

### **Planning for Mathematics**

Colleagues at Ecclestone produce medium term plans which are then used to create weekly planning. Plans generally incorporate clear learning objectives, which are shared with the children, a starting problem, teaching and discussion time and group or individual tasks.

### **Marking and Assessment**

Mathematics books are marked as stated in our Marking Policy document. Children in Classes 2,3 and 4 are encouraged to evaluate their own work and that of their peers, as is appropriate. Comments or questions to extend the children's learning may be included as part of the marking process and children are encouraged to respond to these.

Assessment for learning lies at the heart of promoting learning and in raising standards of attainment. Assessments are made in several ways at Eccleston. These include:

- Through immediate verbal responses to questioning and discussion, particularly to respond to misconceptions
- Notes made by staff
- Marking
- Moderation of books
- Termly written assessments
- Yr2/6 SAT's tests
- Foundation Stage Profiles

Assessments are used for adjusting planning, allowing teaching to be tailored for each pupil's individual needs, regardless of ability, and the tracking of each pupil's progress through the school, using Target Tracker.

### **Parental involvement**

Parents are encouraged to support their children's learning in maths at home through:

- Assisting their children with maths work in their Learning Logs
- Practising counting, sequencing and multiplication tables
- Encouraging children to use My Maths or Times Tables Rock Stars
- Attending parent's evening for up-dates on their child's progress in the Autumn and Spring terms and through end of year reports.

### **Colleagues with responsibility for mathematics**

Mathematics subject leader - Mrs Beverley Arrowsmith

Governor with responsibility for mathematics - Mrs Susan Willan

Headteacher - Mrs Katie Prescott