



# **Maths Policy**

## **November 2022**

Review Date: Autumn Term 2025

### **Our vision**

At Woodborough Woods, we 'Grow Together' following Jesus' example to 'Love your neighbour as you love yourself' (Matthew 22:37-39) because through love for one another, we can build a strong learning community ensuring that everyone has the opportunity to flourish.

### **Maths Policy**

The following policy reflects our values and philosophy in relation to the provision and teaching of mathematics at Woodborough Wood's Foundation to produce children with mathematical fluency, children who confidently and successfully undertake mathematical activities both in the classroom and the world beyond. Mathematics is perceived as a vital life skill as well as an academic pursuit.

### **Policy Statement**

Children that have mathematical fluency are confidently able to apply their mathematical knowledge and skills both at school and in their daily lives.

When possible, practical opportunities, using models and real life situations are incorporated. This will support and increase all children's access to excellent teaching, leading to exciting and successful learning.

### **Aims and purposes of mathematics**

Maths teaching should contribute to the acquisition of life-long skills and promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion.

Through our provision we aim that children:

- will be able to apply their mathematical knowledge to solve problems, including those with real-life contexts, by choosing the appropriate operations
- can estimate the approximate size of the answer to check the reasonableness of their calculations
- will leave primary school with an efficient, reliable, compact written method of calculation for each operation
- develop fluency in mental calculations strategies, aided by informal jottings where necessary
- are confident in the fundamentals of maths and be able to reason mathematically and explain their mathematical thinking
- understand the importance of mathematical skills in everyday life

### **Achieving and Maintaining High Standards**

The staff at Woodborough Wood's Foundation understand the factors that lead to high standards in maths, and have developed a common approach to teaching maths throughout the school based on the following assumptions:

- The need to follow the agreed school curriculum, alongside the mental and written calculation policies.
- The primacy of mental calculations, backed by accurate and rapid recall of number facts, is acknowledged.
- The importance of incorporating a range of teaching approaches, together with appropriate differentiation.

### **Planning**

Our medium-term mathematics plans give details of the main teaching objectives for each term. They ensure an appropriate balance and distribution of work across each term.

Our short-term planning follows four key principles. They are:

- a dedicated maths lesson every day
- direct, instructive, inductive, applicable, exploratory and reflective teaching with the whole class and groups
- emphasis on mental calculation
- controlled differentiation with all pupils working on a common theme

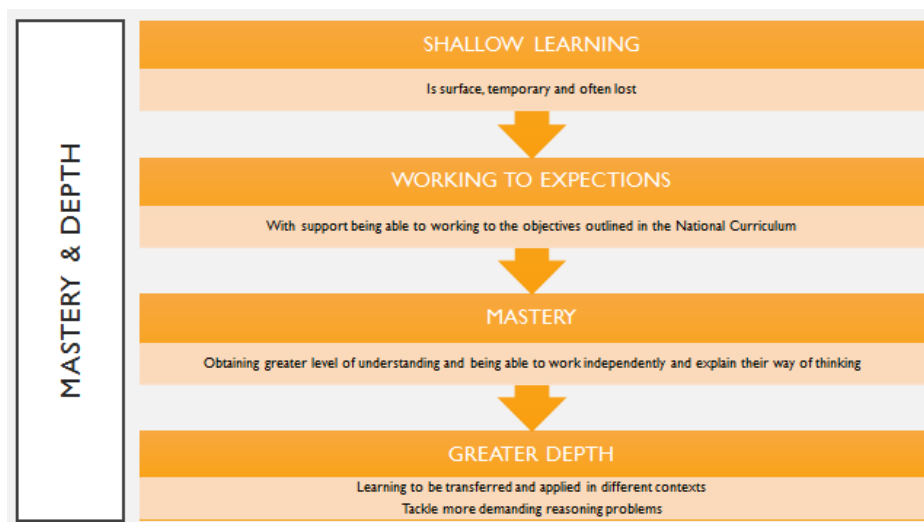
The Lesson Structure: initial lessons in a unit are used to assess prior learning, to ensure appropriate future planning. Oral work/mental calculation starters are used to begin every lesson, linking where possible to the learning objectives of the lesson.

### **Organisation of Maths Lessons**

In the Early Years Foundation Stage, maths is underpinned by the Characteristics of Effective Learning. Child initiated learning opportunities are cross-curricular and children experience a wide range of open-ended problems and resources, both indoors and out. In the EYFS maths is also taught as a discrete subject through child-led themes.

From Year 1, mathematics continues to be taught as a discrete subject, following the principles described above. Mathematical knowledge is applied and skills reinforced whenever relevant in other curriculum areas.

## Mastery

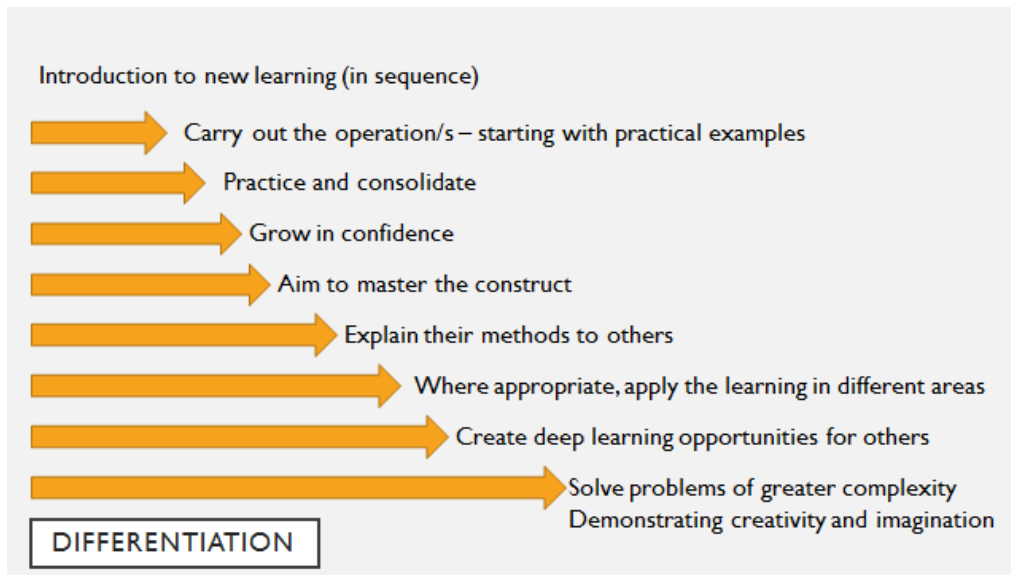


### CHARACTERISTICS OF MASTERY

These are the main characteristics to look for, or to consider, when assessing for mastery.

Independence	Apply the skill or knowledge without recall to the teacher
Fluency	Apply the skill and knowledge with a high level of confidence and show good resilience when the task seems demanding
Application	Apply the skill and knowledge to a range of different contexts, including other areas of the curriculum
Consistency	Consistent in their use of skills, knowledge and understanding. Rarely making mistakes
Synthesize	Organise ideas to make connections with other areas of learning and new areas, both within and outside the subject taught
Re-visit	Return to an aspect of learning after a break and still feel confident that they can work on the skill and knowledge without difficulty.
Explain it	Able to explain to others their understanding and perhaps be a learning buddy to others

Simply put, we are suggesting that assessment of mastery should rely on evidence that pupils are working to the objectives independently, fluently and consistently.



### **Assessment, Recording and Reporting**

Assessment in maths is viewed as part of the assessment for learning cycle. Learning objectives and steps to success are shared with the children in every lesson. Children are provided with opportunities for self/peer-assessment and improvement. Marking is developmental and children are provided with next steps to extend their learning at least weekly. Children are given time to respond to marking and take opportunities to extend their thinking through development, improvement and reflection time. Teachers monitor the acquisition of skills, knowledge and understanding through appropriate teacher intervention, observations and discussions with groups and individuals, and records of achievement in the key skills in maths for each year group are updated termly.

### **Equal Opportunities**

The maths policy firmly supports the equal opportunities philosophies of the school and all children will have access to the maths curriculum.

### **Special Educational Needs**

Where necessary, adaptations will be made to the curriculum, to equipment and to resources to allow access to maths for pupils with SEN, including provision for pupils that are exceptionally able in mathematics.

### **Curriculum Leadership**

The role will include:

- Inspiring an exciting and creative approach to maths teaching
- Supporting maths teaching through advice, guidance, CPD and resources

- Sharing information acquired from courses or other sources that may be beneficial to staff
- Reviewing the maths policy and monitoring its implementation
- Regularly evaluating the maths scheme of work and amending as necessary
- The management, maintenance and storage of resources
- Organising pupils participation in maths workshops and events
- Effectively managing the maths budget
- Reporting to parents, governors and others when appropriate