

# Thurnby Mead Primary Academy



## Maths Policy

*Believe, Achieve, Celebrate*

**January 2024 by Jade Hubbard**

Ratified by Governors:

## THURNBY MEAD PRIMARY ACADEMY & DSP MATHEMATICS POLICY

# 1 Intent

### 1.1 Introduction – Purpose of Study

Mathematics is essential to everyday life. It is critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the power of mathematics, and a sense of enjoyment and curiosity about the subject.

### 1.2 Purpose

#### Aims of the Subject

**At Thurnby Mead Primary Academy, we aim to develop:**

- a positive attitude towards mathematics
- mental maths skills, which enable children to calculate in their heads.
- develop a range of written methods for calculation (see calculation policy)
- an understanding of how maths is used in everyday life,
- the ability to solve problems through decision making, and reasoning in a range of contexts,
- the skills of perseverance, independence, tolerance and respect when working independently or in a group,
- confidence and competence with number and place value.

### 1.3 Delivery

**At Thurnby Mead Primary Academy, we use the White Rose Maths Scheme to ensure that teaching:**

- is in line with the 2014 National Curriculum written in conjunction with NCETM.
- supports children's learning, helping them to progress and fulfil their potential through daily maths lessons.
- uses a variety of methods, including discussions; practical activities; investigations; and group, paired or individual work to further children's understanding and, where possible, expand cultural capital.

# 2 Implementation

### 2.1. The Foundation Stage

In the Early Years Foundation Stage (EYFS), we relate the mathematical aspects of the children's work to the Development Matters statements and the Early Learning Goals (ELG). Mathematics development involves providing children with opportunities to practise and improve their skills in counting numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces, and measures.

We continually observe and assess children against these areas using their age-related objectives and plan the next steps in their mathematical development through a topic-based curriculum.

## **2.2 Mathematics and Computing**

Computing is used in Maths sessions to enhance the teaching of mathematics, supporting direct teaching or as part of the lesson. This may include a whole class using the laptops or iPad; a group or an individual using the internet; a programme in a classroom; or a programmable toy, such as a BeeBot.

# **3 Impact**

## **3.1 Assessment Procedures**

Progress and Attainment are measured in a variety of ways:

- teacher assessment of pupil progress is to be recorded on the school pupil tracking system termly.
- formal assessment using White Rose end of unit assessments.
- TTRockstars times table data.
- Test Base Termly tests in KS2.
- informal assessment, including marking of pupils' work, listening to their discussions and observations.
- SATs – both statutory and non-statutory in Year 2 and Year 6.
- assessments, both formal and informal, which informs the planning of future lessons and activities for groups and individuals.
- EYFS assessments carried out regularly (see Learning Journeys).
- EYFSP at the end of Foundation Stage 2.

## **3.2 Mathematics and Inclusion**

We aim to promote equality of opportunity for every child. All children have equal access to the Maths curriculum regardless of race, gender, background, disability or religion.

Mathematical skills are incorporated within the EYFS timetable and children work towards the readiness to cover the National Curriculum Mathematics programmes of study during their time in Foundation 1 and 2. KS1 and KS2 children all have daily Mathematics lessons. Through our Mathematics teaching, we provide learning opportunities that enable all pupils to make at least good progress.

We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those identified as gifted and talented and those learning English as an additional language and we take all reasonable steps to achieve this.

Assessment against the 2014 National Curriculum allows us to consider each child's attainment and progress. This ensures that our teaching is matched to the child's needs.

### **Special Educational Needs**

The school is committed to the early identification of Special Educational Needs, and we operate using the SEND Code of Practice (2014) to address those needs. The mathematics curriculum is differentiated to cater for children's abilities, and we aim to mark work and give individual support wherever possible to encourage all of our pupils.

In addition, those with learning difficulties may:

- receive support from a Learning Support Assistant, outside agencies or specialist support staff.
- use specific resources or specialist equipment.

- have parallel lessons planned for to support individual needs as appropriate.

Intervention for 'pupils who require extra specialist support' may lead to the creation of an Educational Health and Care Plan (EHCP) for children with special educational needs. The EHCP may include, as appropriate, specific targets relating to mathematics. Interventions and expected outcomes will then be planned, using the new Pupil Progress format and progress will be reviewed termly with other end of term assessments.

Provision for the Gifted, Talented and More Able:

For those children who are deemed to be high achievers and/or 'Gifted and Talented' certain action may be taken:

- undertaking activities appropriate to ability,
- parallel lessons or challenges planned for,
- investigations that develop children's skills, greater depth thinking and use of problem solving strategies.

### **3.3 Evaluation and Monitoring**

To review our effectiveness, monitoring and evaluation of mathematics takes place on a termly basis.

We monitor standards in Mathematics by:

- subject leader analysis of the school data.
- observations of Mathematics lessons, or parts of a lesson to assess quality of teaching and learning,
- monitoring of planning and use of resources,
- regular work scrutinies,
- informal and formal discussions with pupils.

### **3.4. Reporting to Parents**

Verbal reports are made to parents at the Parents' Evenings held twice a year. Written reports are sent to parents in July. Written comments are positive and highlight strengths, achievements, and progress, whilst also suggesting achievable targets for future improvements. For detailed information on S.E.N.D and additional reporting, see the S.E.N.D policy.

### **3.5 The Role of Governors**

- to liaise with the Head Teacher and the Maths leaders in order to monitor Mathematics strategically – i.e., to develop an awareness of whole school priorities, overall standards and trends as well as actions taken by the school with regard to maths development.

### **3.6 The Role of the Maths Leaders**

- to provide a strategic lead and direction for Mathematics in the school,
- to provide support and advice to staff in the delivery of the mathematics programme of study,
- remain informed about current developments in the subject by attending INSET sessions ,
- disseminate relevant information to staff,
- deliver INSET sessions to staff,
- to monitor and evaluate teaching and learning of Maths,
- monitor standards in the subject, through planning and work scrutiny, data analysis, and observations of teaching ,
- to order and maintain Maths resources.