



Inspiring All to Excellence



Heathfields Infant & Wilnecote Junior Academy

Mathematics Policy

Document Control

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Version Control

Version	Date	Amended by	Comments
1	06.10.22	Nicola Page	Review of CPA
2	08.12.22	Nicola Page	Change of scheme to white rose mathematics

Section	Changes Made
Organisation	Inclusion of the White Rose program
Planning	Inclusion of the White Rose program

Aims

Through our Maths curriculum, teachers:

- plan to enable all learners to make connections between prior and new learning and make links across different units of work
- plan opportunities for spaced retrieval to ensure long term learning
- encourage children to communicate their ideas and understanding orally, in writing, and by using a variety of representations

By the end of KS2, we aim for our mathematicians to be:

- Confident and able to recall and apply mathematical knowledge in different contexts.
 - Able to explain their methods and thinking processes and apply skills in context.
 - Fluent in different areas of maths.
 - Efficient in applying problem-solving and reasoning skills.
 - An independent thinker.
- And to have a love of maths which they will take forward with them to future endeavors.

Organisation

Children will be taught in mixed ability classes.

They will have the opportunity to work as an individual, in pairs and as a member of a small group.

They will also make good use of talk partners to help them assess their own learning.

The lesson structure is consistent across KS2, and consists of:

1. The big question– to ensure the children have a clear picture of what they will be learning
2. Counting opportunities – to develop the children’s times table skills.
3. 5 minute challenge – to embed learning from previous days, units, years.
4. Misconception page – to highlight any misconceptions the children may have picked up from prior lessons or previous year groups which will effect them accessing the current lesson.
5. Main teaching input of the big questions – from White Rose slides
6. Opportunities for whiteboard and partner work to practice the big question
7. White Rose independent learning opportunities

Throughout every lesson, children will be exposed to the reasoning turtle and worded problems related to the current objective. These may be recorded verbally or written into books.

Planning

Planning for Maths is done at three levels:

1. Whole year overview planning (Long term)
2. Schemes of Learning from each topic (Medium term)
3. Daily lessons on White Rose (Short term)

Planning is completed using the White Rose Scheme of Learning.

The model of planning used is consistent over KS2 and involves the development of continuous, blocked and linked work.

In planning, teachers:

- Identify the appropriate learning strategies.
- Provide balance, progression and variety within the classroom for content, organisation and learning opportunities.
- Give opportunities through five minute challenges at the start of lessons to ensure the embedment and exposure of the curriculum.

Teaching and planning will be monitored according to the agreed policy for the monitoring of teaching and learning.

Teacher expectations are high. Children are given opportunities to evaluate and reflect on their own work in order that they may develop their own sense of achievement. Children are made aware of their year group targets from the National Curriculum and their maths is assessed against these. Teachers take part in regular moderation sessions using the Fierte Moderation Grids.

Teachers give clear feedback to children so they know whether they have achieved the Big Question and discuss their next steps.

The calculation policy will be followed and referred to throughout planning maths to ensure consistency and progression is accurate.

Assessment

Evidence of progress in maths can be found on the FFT system (the school's data tracking system) where teacher assessments and test results are uploaded on a half-termly basis - this contains STAR maths (the school's assessment tracking system) and teacher assessment.

As well as ongoing assessment used in lessons to inform teaching, teacher assessments and test results are uploaded to FFT to help to give a clear idea of each child's progress and their current attainment against their Year Group expectations. This helps us to assess pupils' progress towards the level expected at that point compared to national and set new learning targets as appropriate.

SEN and Inclusion

We will ensure that:

- Differentiated activities are available to support less able and extend more able children.
- Children with learning difficulties are diagnosed and provision is made for individual needs.
- Where necessary outside agencies are involved (SEND policy).
- Parents are kept informed and are encouraged to support their child's learning through school provided home activities.
- Adult support is used in school to support groups/individual children.

Entitlement and Equal Opportunities

The school has an equal opportunities Policy; in addition to applying this, we will ensure that:

- All children cover the content made statutory by the programmes of study within the National Curriculum.
- Children access the curriculum at the appropriate level, thus ensuring progression and differentiation.
- Suitable resources and learning environments are available.