

Stubbins Primary School

Subject Policy for Mathematics

At Stubbins Primary School, we strive to create a supportive and inclusive environment where learners are encouraged to explore their passions; develop their talents; and achieve their full potential.

Through effective learning experiences, we foster a life-long love of learning, empowering learners to become critical thinkers, problem solvers and compassionate individuals.

By providing a strong foundation of knowledge, skills and values, we are dedicated to preparing our learners for success in an ever-evolving world.

Together, as a vibrant community of learners, we nurture, grow and flourish.

NURTURE-GROW-FLOURISH

Intent

- It is our intent to motivate all our pupils to have high aspirations, to want to do their personal best and to have the desire to be successful in and out of school in a rapidly changing world.
- It is our aim to have pupils actively involved in the learning process, understanding how to use number, logical thinking, reasoning and to become increasingly resilient when solving problems.
- We intend to deliver a high-quality, challenging and enjoyable mathematics curriculum which ensures success for all children through a mastery approach
- We aim to enable children to acquire a deeper understanding of concepts through practical, pictorial and abstract explorations of mathematics.
- We will enable children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.
- We want children to know that maths is essential to everyday life and to feel they are confident mathematicians who are not afraid to take risks.
- It is our intention to equip children with secure mathematical foundations and to develop their fluency, accuracy and inquisitive minds.
- We want children to develop the ability to recall and apply knowledge of numbers confidently.

Implementation

To ensure complete coverage of the curriculum, we use White Rose Maths, alongside other resources, which also support the mastery approach. This enables continuous progression in the teaching of mathematics throughout school and consolidates prior learning.

- Daily maths lessons begin with a revisit of prior learning and include fluency and reasoning
- Maths lessons make high expectations clear and pupils are encouraged to build confidence and resilience. Abilities are not fixed but can be developed through practice, support, dedication and hard work. Teachers extend high-attaining students through depth and provide extension activities for understanding, exploring and applying knowledge.
- Concrete resources and pictorial representations are used to develop a deeper understanding of mathematics

- Knowledge of number facts is developed in additional number lessons to develop fluency and children are assessed individually for rapid and accurate recall of times tables (Years 3-6)
- Children are assessed on a termly basis in arithmetic and reasoning.

Impact

When a maths concept or skill has been 'mastered' then pupils can represent it in multiple ways, using mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations.

- Children will show resilience when solving mathematical problems and draw upon a wide range of skills and knowledge to complete problem solving and reasoning tasks
- Children's progress is tracked regularly and discussed at pupil progress meetings
- Pupils are becoming more confident and accurate when reasoning.
- Pupils can demonstrate quick and accurate recall of facts and mathematical knowledge.
- Children enjoy maths and can talk confidently and happily about it.

Other Policies which support this subject are:

- **Calculations Policy**
- **Behaviour Policy**
- **Marking Policy**
- **Assessment Policy**
- **SEN Policy**
- **Equality Policy (Duty & Action Plan)**

Resources

Each classroom has a large variety of resources that are available for children to use to support their learning. Teachers use a wide range of resources including websites, interactive games and software to offer different concrete, visual and abstract approaches to maths. Resources are kept where they can be accessed by both children and adults easily and children are encouraged to help themselves to resources if they feel they would be useful. Some resources related to specific topics such as fractions or data are stored centrally in labelled boxes in the 'blue room'. Teachers have access to online planning and lesson resources from The White Rose Scheme and Power Maths online (For use in EYFS) in line with the Maths Hub Mastery approach to teaching and, for fluency, school subscribes to Times Table Rock Stars for use in school and at home.

Assessment & Recording

Teachers are expected to make regular assessments of each child's progress and to record these systematically.

The following is the school policy for assessment in Mathematics: Teachers record their assessments using the White Rose units and National Curriculum objectives. Teachers collate assessment information, including results from the White Rose termly test, and report pupil progress on a termly basis, providing summative assessments. Children are given Working Towards, Expected or Greater Depth for the year group level they are working at.

Teachers use the White Rose block assessments and the White Rose termly tests for formatively assessing work. The goal of formative assessments is to monitor teaching and pupil learning, helping to identify strengths and weaknesses and target areas that need more focus. These formative assessments directly inform future planning.

In the reception class, regular assessment observations are recorded and added to Learning Journeys.

Teachers' summative records for the assessment of Mathematics are kept in each teacher's Assessment Folder and recorded on iTrack termly. Other formative assessments may be noted on planning sheets and in teacher's individual formats for their own information.

Parental Involvement in Mathematics

Parents are kept informed about teaching and learning in mathematics through:

- A dedicated page on the school website.
- Parents' Evenings.
- End of year reports.
- Class Blogs.
- Class newsletters.

Homework

At Stubbins, children receive regular mathematics homework as outlined in our homework policy. Maths homework may sometimes be given as part of Times Table Rock Stars online activities or White Rose Home Learning.

Reporting to Parents

A main report is completed before the end of the summer term and parents are given two smaller reports as well as having the opportunity to discuss their child's progress at parents evening in the Autumn and Spring terms.

Subject Leader

The subject leader is responsible for:

- Creating the subject policy.
- Explaining subject expectations to other staff.
- Ensuring the subject policy is followed across the school.

- Monitoring and evaluating attainment & progress in the subject across the school.
- Recording & holding evidence of the quality of teaching & learning in the subject across the school.
- Reporting to the headteacher and/or governing body.

The Governing Body

Our Curriculum Committee has overall responsibility for the delivery of our curriculum, and for ensuring that standards are high. The subject leaders are encouraged to report to this committee on any developments and particular achievements. Governors are encouraged to visit school in order to monitor the curriculum and celebrate successes.

This policy will be reviewed in June 2024

Mrs. C Salmon

Mathematics Subject Leader