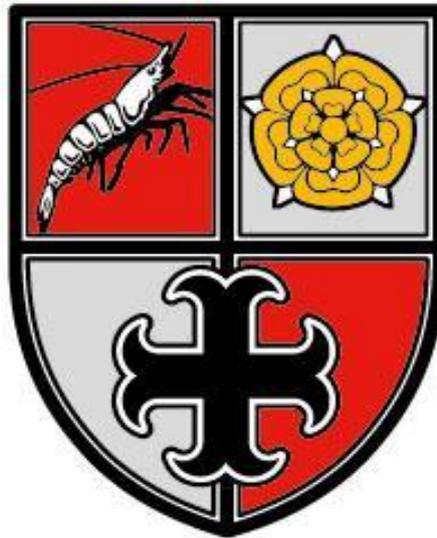


MARSHSIDE PRIMARY SCHOOL



Maths Policy

Autumn 2020

Date reviewed by sub-committee:	<u>Dec 2020</u>
Date approved by Full Governing Body:	<u>13 April 2021</u>
Chair:	Andrew Brown
Headteacher:	Natasha Sandland
Review Date:	Autumn 2022

EQUALITY STATEMENT

Our school recognises children's diverse circumstances and is committed to its legal responsibilities under the Equality Act 2010. Each child regardless of their background could be a victim of child abuse and is therefore entitled to the same degree of protection and support.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.



Marshside

PRIMARY SCHOOL

Maths Policy December 2020

Intent

At Marshside we have worked to develop and grow the Marshside Curriculum to best meet the needs of our pupils as individuals. Our aim is for all pupils to feel valued, included and enabled to thrive. Pupils are encouraged to work to the best of their ability and to take responsibility for their own learning. As teachers, we adapt learning opportunities to ensure that all pupils can enjoy maths lessons, make progress and experience success within their learning. Where possible we aim to incorporate our unique setting into learning opportunities so that pupils are able to understand the real world value of maths better.

Our aim is to raise standards in maths through the development of confident and competent mathematicians who are able to apply and connect their understanding of mathematical concepts across the curriculum. We want our pupils to become fluent in maths and to apply their number skills to reasoning and problem- solving opportunities through a mastery approach to learning which is designed to embed and build upon taught knowledge and understanding. Communication is essential for the development of reasoning and problem- solving skills and we use maths talk to encourage pupils to justify and explain their understanding; we want our pupils to understand the why as well as the how of mathematics. Teachers plan open- ended, challenging questions which enable our children to make connections, identify patterns and draw conclusions about mathematical concepts and problem- solving strategies.

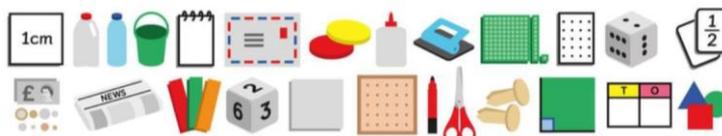
Implementation

Maths is taught daily in all classes for between 45 minutes and 1 hour. In addition to the main maths lesson, pupils complete daily 'fluent in five' calculations in order to develop number and calculation fluency. We use Maths No Problem resources in KS2 and White Rose Maths and NCTEM mastery materials in KS1 and the EYFS.

Lesson Structure:

We follow a three-part lesson structure, in line with Singapore maths guidance. All children move through the same lesson content at the same pace. Pupils work through a concrete - pictorial – abstract approach embedded within real- life examples of maths. Resources are provided for pupils to help them to develop conceptual understanding alongside fluency.

- Anchor Task – Pupils are given a real- life problem which they work through in pairs. They are encouraged to discuss and reason around the problem and present different strategies they could use to solve the problem. This is recorded in their maths journals.
- Guided Practice – As a class, methodology is discussed and pupils share their examples. The teacher models the most effective way to solve the problem. The pupils then complete



the guided practice section of Maths No Problem in their journals. They are encouraged to discuss and share learning.

- Independent Practice – The pupils complete the independent practice section of their workbook. They are supported by the teacher or teaching assistant or the provision of concrete resources as needed.

Challenge and Differentiation – advanced learners are provided with additional questions to deepen their understanding. These are completed within maths journals. Teacher questioning is used to challenge and deepen learning. Learners who may have difficulty understanding a concept are supported within a small group using additional resources and real-life modelling to develop their understanding.

Assessment:

Teachers assess pupils' understanding formatively throughout maths lessons using rapid marking and questioning to identify misconceptions, gaps in knowledge, conceptual understanding and the need for further challenge. Non-negotiable learning objects are assessed during the lesson; this is used to plan next steps and any additional intervention. Summative assessments are completed using GL progress assessments during Autumn Term 2 and Summer Term 2.

Working Walls:

Working walls need to be updated regularly and should reflect the unit being studied. They will identify key vocabulary alongside examples of appropriate calculations and strategies. Pupils should access working walls to aid them with their learning.

Homework:

All parents can access the Maths No Problem parent hub. Homework will be provided within the parent hub and communicated using class dojo.

Blended Learning:

In the event of school closures, teachers will support home learning through the delivery of a daily maths session using Microsoft Office classrooms. A further learning activity will be provided taken from Maths No Problem or White Rose Maths to be completed independently

Impact

Data are used alongside pupil discussion, shared book scrutiny and lesson observations to evaluate the impact of the maths curriculum on pupil attainment, understanding and progress.

We aim to see improvements in:

- Attainment in line with national expectations
- Pupils' reasoning ability, confidence and understanding of mathematical concepts
- The progress of all learners
- Pupils' use of manipulatives
- Pupils' enjoyment of mathematics
- Pupils using strategies to tackle new problems.

