



Lilleshall Primary School

Maths Policy 2023 - 2024

Rationale

At Lilleshall Primary we feel that the rationale for teaching maths is encapsulated perfectly within the National Curriculum:

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, 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 beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

National curriculum in England: mathematics programmes of study, National Curriculum 2014, DFE

Aims

Our curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practise with increasingly complex problems over time, so that pupils

develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately

- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

National Curriculum

The programmes of study for mathematics are set out year-by-year for Key Stages 1 and 2. At Lilleshall Primary we teach the content of each of the programmes of study to that particular year group offering extension through deepening the knowledge of the pupils where necessary. By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and processes specified in the relevant programme of study for that particular key stage.

Planning

Teachers at Lilleshall School plan for their year group using the programmes of study to ensure full coverage by the end of each key stage and the full primary content by the end of Year 6. The programmes of study are organised into units which follow the White Rose teaching structure. This allows for each area of maths to be taught in depth, building upon and revisiting prior learning.

Medium Term Planning

Each term teachers have an overview of the attainment targets which they are to cover during the term. Teachers have the discretion to change the order of the teaching sequence or spend a longer or shorter time on each unit depending on the ability, knowledge and skills of the particular cohort that they are teaching. Cross curricular links are made where possible and maths work may be found in other books such as Science or Foundation books.

Short Term Planning

Individual lessons are planned on a weekly basis; this allows teachers to plan each lesson in more depth taking into account the needs of individual learners. These plans evolve throughout the week to provide the best opportunities for every child at that particular point in their learning. Teachers draw on a range of resources to supplement the White Rose resources in order to provide a rich and engaging range of learning experiences and activities that facilitate the delivery of a robust curriculum.

ICT

At Lilleshall School we make use of a range of ICT resources for maths. These include:

- Nrich materials/activities
- Excel
- Espresso
- Telford and Wrekin Learning Zone
- A range of iPad apps to develop/consolidate skills
- Calculators although these are not used as a substitute for good written and mental arithmetic

Teaching and Learning

Emphasis is on direct teaching of the whole class with adaptations being made where necessary to support the needs of individual pupils. Arithmetic will be taught daily and maths lessons are timetabled by each class teacher to suit the needs of their learners and weekly classroom structure.

During each maths lesson, teachers and teaching assistants will teach the key maths knowledge to be learned. The pupils will then put this knowledge into practise through practical or written work; this will either be as part of a small guided group or working independently and on occasions, working with a one to one support.

Assessment (please refer to the School's Assessment Policy and Feedback Policy)

Feedback is given throughout the lesson to effectively support the child and ensure accelerated progress is made. Assessments are used to inform future planning through same day interventions and daily planning. (See Appendix 1 - Assessment Systems)

Inclusion

All pupils regardless of their needs are integrated into all Mathematics opportunities. Through Individual Learning Plans (ILPs), targets are set for pupils with special educational needs or disabilities (SEND) to accelerate their learning and access to the National curriculum. These targets are regularly reviewed and shared with the children so that they can aim to follow the programmes of study in the National curriculum; these targets are also shared with parents. Teaching Assistants and appropriate resources are used to aid inclusion.

Homework

At Lilleshall Primary School we value all home school links and ask for support in learning number bonds and tables facts. All children have an account with Times tables Rockstars which they can access on any device outside of school to practise their times tables. Children also have an individual account on the Century app where all of the key objectives for their year group are covered; children can attempt any of the 'nuggets' of knowledge that are on there but class teachers may set specific nuggets for the children to work on. We believe that encouragement and support in these areas is valuable to the child and will aid their progress.

Monitoring and Evaluation

The Senior Leadership Team and Subject Leader will monitor the subject annually through lesson observations, book looks and pupil voice. The Teaching and Learning Consultant for maths and the designated Governor will have involvement in some or all of these monitoring tasks. Governors will support back to the Governing body. Any areas for development are followed up by the SLT in key stage meetings or individual support sessions as appropriate.

Lesson Study with colleagues from the same key stage can also be used to develop whole school areas for development.

Policy approved by Governors

Signed Head Teacher.....Date.....

Signed Chair of Governors.....Date.....

APPENDIX 1

Assessment Systems

Each unit taught has a pre and post assessment. Pre assessments will be used to identify strengths and areas for development and will inform the teachers planning. Post assessments will be used to establish individual progress and any areas which need further work following the teaching unit.

An arithmetic and a problem solving and reasoning paper are used at the end of each term to establish the progress of learners in relation to the whole of their learning for that term and from previous terms.

Arithmetic will be assessed through weekly tests.