



Standhill Infants' School

MATHS POLICY

Intent

To provide our children with a strong foundation for understanding number, reasoning, thinking logically and problem-solving so they are competent and successful mathematicians. We aim for the children to see Maths as an enjoyable area of learning and to tackle it with resilience. We want our children to see the importance of Maths in their everyday and future lives. We aim for the children to make rich connections, develop fluency and confidently use mathematical language. We intend for all our children to apply their maths learning to other areas of the curriculum and their daily lives.

AIMS

At Standhill Infants we aim to:

- Provide a mastery approach to Maths learning using the White Rose Programme .
- Develop a positive attitude to maths as an interesting and useful subject in which all children gain success and enjoyment.
- Develop an awareness of the importance and application of problem solving and numeracy skills in everyday lives.
- Develop mathematical understanding through systematic direct teaching of appropriate learning objectives as defined by the National Curriculum.
- Develop the confidence and skills for children to express themselves fluently, to talk about the subject with assurance, using correct mathematical language and vocabulary.
- Develop skills of problem solving and reasoning that can be used in a cross curricular way.
- Develop re-call of basic facts in line with the revised curriculum of 2014.
- To use the C.P.A. approach to support learning.

PLANNING, ASSESSMENT AND RECORDING

Planning:

- Curriculum coverage in F2 is ensured by following the expectations of the EYFS curriculum. We do this by using the White Rose Mastery programme in conjunction with NCETM materials. Weekly planning ensures that children are taught at an appropriate level for their age and stage.
- Curriculum long term coverage for KS 1 is taken from the National Curriculum. At Standhill Infants White Rose is used for medium term planning. Weekly planning is informed by White Rose and Teacher knowledge of children's next steps.
- The school plans a CPA (*concrete, pictorial, abstract*) approach to Mathematical teaching as underpinned by the White Rose calculation policy.

- The Teachers include use of the Numicon resources in their weekly planning to ensure depth of understanding.
- A range of appropriate teaching strategies is planned to include direct teaching, demonstrating, modelling, questioning and problem solving.
- Opportunities to re-visit learning to ensure it is 'sticky' are planned in. This is sometimes through quick fire mental maths sessions and in KS1 through weekly – “last half term, last week, this week style quizzes”.
- Planning is differentiated and also takes into account the needs of different learners in line with the guiding principles of the Equality policy.
- Planning is monitored by the Maths subject leader and Head teacher.

Assessment and recording:

Assessment will take place in the short term, medium term and long term. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment. (see assessment policy)

- Assessments will be an informal part of every lesson to check children’s understanding and inform future planning
- In Years 1 and 2 progress against year group expectations is recorded on group tracker sheets each half term and ongoing once evidence is gathered.
- In F2 pupils are assessed against the Foundation Stage profile.
- End of block assessments are used
- Teachers use assessment records and informal observations to report progress to parents and inform the next class teacher
- Progress in Maths is reported through open evenings and a formal report to parents is presented annually detailing progress, areas for support and targets for improvement.

RESOURCES

- The school uses Numicon as a key resource to support children’s learning. Each classroom has a Numicon area.
- Other resources are kept within each classroom and are well organised and easily accessible to learners.
- The use of ICT will be planned into the curriculum to enhance learning. This includes the use of the interactive Numicon software.

Policy date: July 23

Review date: June 26

Appendix 1

CPA

CONCRETE/PICTORAL/ABSTRACT –Which means pupils are guided through their learning with practical equipment first, then jottings, then mental methods but with the proviso that

practical equipment is always on hand should the higher order stages prove too tricky. This is in line with the White Rose Calculation progression which we follow.

SEE ALSO WHITE ROSE CALCULATION POLICY

<https://whiteroseeducation.com/resources?year=year-1-new&subject=maths>