Maths Policy 25-26

At Knights Enham Schools, we want children to enjoy mathematics and feel confident in using their skills and knowledge independently. We aim to keep problem solving at the heart of our teaching and learning to equip children with the skills needed to understand the relevance of Mathematics in real life contexts.

Intent

The National Curriculum for Mathematics (2014) aims to ensure that all pupils:

1. Become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

2. **Reason** mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

3. 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.

In addition to achieving the learning outcomes and statutory requirements set out in the National Curriculum, at Knights Enham Schools we also aim to:

- Deliver a mathematical curriculum using the CPA approach (concrete, pictorial and abstract),
- Provide opportunities that are linked to real life context,
- Ensure children have developed mental strategies that can be applied in all areas of problem solving and have learnt the key facts vital for Maths,
- Prioritise the teaching and learning of times tables through-out Key Stage Two using Times Tables Rockstars,
- Prioritise the teaching of mental arithmetic key number facts through-out Key Stage One, using Numbots to secure,
- Promote a positive attitude to Mathematics,
- Cater for a range of learning and teaching styles, giving children a wide range of experiences,
- Develop initiative and an ability to work both independently and in collaboration with others,
- Use mathematical language with confidence and ease,

Implementation

Staff

- All staff to plan weekly maths lessons in accordance with the HIAS scheme of learning, using the set planning template and following the CPA approach. Tasks and questions to be used from a variety of resources found in the maths shared folder, for example, 'I see reasoning' and 'White Rose',
- All staff to use and refer to the calculation policy when planning and delivering lessons,
- All children to be provided with problem solving and reasoning opportunities, irrespective of ability,
- Lessons to start with 'precision arithmetic' to activate prior learning and consolidate conceptual knowledge.
- All lessons to focus upon 'I do, we do, you do approach'.
- Children's progress to be continually assessed using: daily and weekly assessment, Insight tool and end of phase data drops,
- High impact teaching to be employed to ensure gaps are closed in children's learning,
- Use of times table scheme on a regular basis,
- Class teachers to work with SENDCo and use diagnostic tools to identify and deliver focused interventions,
- Staff to mark in accordance with school's marking policy.

Expectations

- Maths to be taught daily
- Arithmetic to be taught 3x a week
- Explicit times tables 15-minute slot 2x a week
- At least one **practical** lesson to be taught each week, giving the children opportunity to explore concepts and concrete resources
- Lessons to be delivered in accordance with the progress of the pupils
- Times Table Rockstars used by all classes to support recall and assessment of Times Tables.

Books

- All books in years 4,5 and 6 to have margins on each page (3 squares wide)
- Year One to have plain paged books
- Year Two to have 1cm squared books
- Each lesson to have a date and 'I can' written (or on sheet/sticky) and underlined
- Children to cut and stick in each question individually then show the working out beside before advancing to another question
- Questions to be individually marked
- Next steps used to consolidate and deepen understanding
- Access tasks to bridge the gap in learning

Subject Leader

- Ensure progression in attainment from all year groups
- Monitor planning, teaching and assessment
- Teach demonstration lessons when appropriate

- Ensure teachers are familiar with the framework and help them to plan lessons
- Lead by example in the way they teach in their own classroom
- Prepare, organise and lead INSET, with the support of the Headteacher
- Work co-operatively with the SENCO
- Observe colleagues, when appropriate, with a view to identifying the support they need
- Purchase mathematical equipment that will raise attainment;
- Attend INSET provided by LA mathematics consultants and feedback important information to staff
- Analyse children's test results to measure attainment and improve mathematics within the school
- Conduct an annual review of mathematics and the production of a report for the governors

Impact

- Teaching and learning is consistent across all years and classes,
- High standards and quality of teaching and learning across the school in Maths,
- Improved outcomes for all pupils,
- Improved SEND and GD outcomes through appropriate scaffolding and challenge,
- A variety of tasks that are in accordance with the 3 National Curriculum aims of Mathematics,
- Lessons and teaching that show real life context,
- Children can be seen to use a variety of problem-solving strategies including the CPA approach.

School Values

Resilience – '**mathematical resilience**' is how pupils in our school approach Mathematics with confidence, persistence in the face of difficulty and a willingness to discuss, reflect and apply.

Collaboration – Children are regularly provided with opportunities to work with others to complete mathematical challenges.

Nurture – All children are provided with work at their level so that they can achieve and have a sense of success in their learning.

Respect – Children understand and respect each other's opinions, mathematical thinking and strategies. Children accept that there is more than one way to solve a problem.

Independence – Children have the skills and knowledge to feel confident to tackle problems independently, using the mathematical tools and equipment provided.