



The Ellis CE (VA) Primary School

# Maths Policy

Date Re-Viewed (Mrs Wise)	February 2021
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Signed : .....Mrs Hurding, Headteacher

"The national curriculum for mathematics aims to ensure that all pupils: become fluent in the fundamentals of mathematics ... reason mathematically by following a line of enquiry ... and solve problems by applying their mathematics to a variety of routine and non-routine problems. ... " (National Curriculum 2014 DFE).

#### Aims of the Policy

- To ensure the fulfilment of statutory requirements.
- To provide effective learning opportunities enabling all pupils to receive their full entitlement to the maths curriculum as outlined in the 2014 National Curriculum for KS1 and KS2 and in the Early Years Foundation Stage curriculum, including the areas highlighted in the Non-Statutory 'Ready to Progress' criteria published 2020.
- To ensure that pupils develop their knowledge and understanding of mathematics through practical activity, exploration and opportunities to apply their mathematical skills to solve real life problems.
- To arouse and sustain pupils interest in maths providing a challenging learning environment to extend their experience, knowledge and understanding.
- To promote links with other curriculum areas and to real life.
- To consider the general teaching requirements for inclusion, use of language and I.C.T., and health and safety when planning for mathematics.

#### Teaching and Learning

- Planning for F1 and 2 should follow the Early Years Foundation Stage curriculum and be supported by documents from the White Rose Maths organisation where possible.
- Planning for KS1 and 2 should follow the White Rose Maths blocks and small steps documents. Teachers should supplement this using the Maths No Problem resource, Classroom Secrets, the NCETM Ready to Progress exemplification materials and other high quality resources.
- Lessons should show evidence of opportunities to practice skills (practising), evidence independent understanding (prove it/applying), problem solve and apply in a range of contexts (applying/exploring).
- All children should have the opportunity to problem solve through the use of mastery and deepen activities during plenaries.
- Teachers should ensure children are given opportunity to practice mental calculations, such as times tables, regularly through the use of Times Table Rockstars, Big Maths, Challenge 10, etc.
- Resources should be well-organised and readily available to access independently.
- Assessment for Learning should be used to identify misconceptions and ensure children have opportunities to keep up with learning. Any assessments completed should be used to inform planning and teaching.
- Children should have the opportunity to learn in mixed ability groups and peer learning opportunities should be encouraged.
- Children who are working less than one chronological year behind their cohort should be included in whole class teaching. Children who are working more than a year behind may need a personalised maths curriculum (this should be matched to whole class blocks where possible).
- Teachers should use the calculation policy as a guide for which apparatus and models are appropriate to ensure the teaching of new content and strategies occur progressively.
- Teachers must assess maths in line with the assessment and marking policies of the school.