

Royal Borough of Kingston upon Thames

Green Lane Primary and Nursery School



Maths Policy

Maths Policy

Green Lane Curriculum Aims

- Exciting, motivating themes and relevant learning opportunities as part of a creative curriculum
- Explicit, meaningful links across subjects
- Rigorous and challenging skills progression
- Spoken language, reading, writing and maths opportunities across subjects
- Opportunities for independence, collaboration, leadership, questioning, reasoning, problem solving, imagination and practical experiences!
- Opportunities to pursue their own interests
- Enrichment opportunities and outdoor learning in the local environment to ensure breadth and balance

Rationale

At Green Lane we believe Maths teaches children to make sense of the world around them through developing their ability to calculate, reason and solve problems. It enables children to understand relationships and patterns in both number and space in their everyday lives.

Aims

- 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.
- **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.

Teaching and learning style

At Green Lane we use a variety of teaching and learning styles in Maths. Our principle aims are for children to become fluent in the fundamentals of maths, be able to reason and solve problems. During our daily lessons, we encourage children to ask as well as answer questions. They have the opportunity to use a wide range of resources. Each child has access to mathematical equipment such as number lines, number squares, number strings etc. to support their learning. IT is used in Maths lessons to enhance learning as well as to model ideas and methods. Using and Applying is an integral part of maths lessons and wherever possible maths is linked to real life experiences.

In all classes, our children have a wide range of mathematical abilities. We recognise this fact and provide suitable learning opportunities for all children by differentiating the tasks given. Teaching assistants work closely with the teacher to support the children's learning in each class.

Maths is taught daily within a class context with work differentiated between the different ability groups. Lessons last between 45 mins and 1 hour. Three times a week teachers should teach a longer mental maths session of 15 mins.

Curriculum planning including links with other subjects

Each year group has objectives that children should master by the end of that year group. Long term plans give guidance on the amount of time that should be spent on different areas of maths. Teachers should personalise the amount of time spent on areas of maths based on their assessment. Weekly timetables list the specific learning objectives for each lesson and daily slides give details of how the lessons are to be taught. Foundation Stage plan using the objectives stated in the EYFS and provide a range of adult focused, adult initiated and child initiated activities to support the children's learning.

Information technology enhances the teaching of maths significantly by allowing more visual and interactive teaching. A variety of mathematical programs and websites are used to support the children's learning.

Green Lane Primary and Nursery School
Policy on: Maths

Mathematics contributes to many other subjects within the primary curriculum and opportunities will be sought to draw mathematical experience out of a wide range of activities. This will allow children to use and apply mathematics in real contexts.

Each child has a maths passport which contains mental maths targets. Once a child has completed a passport they will move on to the next one. Passports are included in home learning and are signed by teachers as each objective is met.

Each week children from Year 2 upwards complete a times tables quiz in class, the quiz is sent home with homework books for parents to support where children's gaps are. Quizzes begin at 1a through to 23, children move through the quizzes at their own pace.

Each week from year 1 upwards the children are set a maths problem as home learning, this should be completed with parents where possible to support the development of problem solving skills.

Inclusion

- The Mathematics curriculum should fulfil the needs of all pupils in line with our inclusion policy
- Children on the SEN register will have work differentiated appropriately in line with their areas of need
- Teaching Assistants will be deployed to further support the learning of all children
- Resources will be chosen carefully in order to match the learning needs of all children
- In certain circumstances children with a statement of special educational need may have an individualised programme to meet their specific needs
- Wave 3, Springboard and 1:1 tuition, precision teaching are used to target certain children or groups of children who need extra support
- Work is differentiated and resources are provided to meet the needs of children with English as an additional language
- The more able and gifted children are set differentiated work in class. Children who have exceeded *all* expectations in Year 5 and 6 may be set learning from Year 6 or 7 with the agreement of SLT.

Assessment, Recording and Reporting

Teachers assess children daily through a range of AfL strategies including questioning, talking, listening and marking. This is used to inform short term and long term planning. Children are encouraged to self-evaluate their work and respond to marking and written or oral feedback. Throughout the year teachers assess the children against our key performance indicators. Each term teachers meet with the head teacher and Inclusion leader to look at class tracking and discuss the progress their class are making. In May, year 2 and year 6 complete the statutory SATs. At the end of the year in Reception, Maths is assessed against the Foundation Stage Profile and during the rest of the year and in Nursery against the age stages in Development Matters.

Parents are reported to twice a year through parent consultation meetings and through an end of year report. Governors are reported to via the curriculum committee.

Monitoring

Maths is monitored through termly learning walks, pupil interviews, work scans and monitoring of planning. Paired observations are carried out during the year. Teachers are fed back the outcomes of all monitoring.

Resources

There is a wide range of resources available to support the children's learning in maths. These include **IT** resources as well as practical resources. The 1:1 room stores resources that can be used across all age groups. Classrooms contain equipment that is used on a more regular basis.