

Sunning Hill Primary School



Maths Policy

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Reviewed by: Governing Body

Our school values – Building a Bright Future Together

At Sunning Hill Primary, we instil **self-belief** and promote **independence** that allows children to become **aspirational** and committed, **life-long learners**. Our journey together provides our children with opportunities to learn and grow and encourages them to be **curious** about the world.

Our children are encouraged to take **responsibility** for themselves, show **resilience** and be **proud** of who they are so they flourish within society. All achievements are celebrated to reward success, inspire ambition and nurture self-esteem.

Our Sunning Hill family work together to ensure our children are **happy, kind, charitable** and **respectful**. All children are given equal opportunities to reach their full potential. We provide a supportive, secure environment where children feel safe to take **risks and learn from their mistakes**.

These foundations provide a strong base for building a bright future together ensuring **equality** for all.

At Sunning Hill we follow the National Curriculum and the Early Years Foundation Stage Framework. Our school values and motto are reflected through the curriculum which promotes learning and personal growth. These values are interwoven into school life to ensure our children leave Sunning Hill as well rounded British citizens who can make a contribution to their own community and the wider world. We plan and deliver a tailored, engaging and challenging curriculum. Children's cultural capital is broadened through a range of trips, visitors, events, extracurricular clubs and first hand experiences.

Curriculum Intent for Mathematics

The intention of the maths curriculum at Sunning Hill Primary School is that children are taught to become competent and independent mathematicians. The 'mastery approach' to teaching maths is the underlying principle of Mathematics Mastery. Instead of learning mathematical procedures by rote, we want pupils to build a deep conceptual understanding of concepts which will enable them to apply their learning in different situations. Through mathematical talk, children will develop the ability to articulate, discuss and explain their thinking. This is particularly important for the children within our school as they sometimes find it difficult to articulate their thought processes. We will provide the children with the necessary resources to allow all children to access the curriculum and encourage them to use these where appropriate to explain their logic and reasoning.

In addition, we aim for our children to become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time. Children should be able to move fluently between different representations of mathematical ideas and make rich connections to develop fluency, mathematical reasoning and problem solving. Learning will be consolidated and concepts embedded through repetition and intervention to acquire sound foundations for fluency of mathematics.

Curriculum Implementation for Mathematics

The intent of our curriculum is implemented through careful planning, teaching, assessment and feedback. We structure the curriculum so that it provides breadth and depth and also allows all

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children to succeed both within the classroom and beyond. The following are the ways we ensure that the curriculum is taught in line with our aims;

- The Maths curriculum is delivered as a discrete subject and cross-curricular links are made where appropriate to embed learning. There is a consistent approach across all year groups.
- In all Key Stages children will be taught in mixed ability classes.
- There is a clear balance of knowledge and skills. Knowledge and skills are mapped out to ensure progression between year groups. This promotes a Maths curriculum that is progressive and allows children to build upon previous learning.
- Units of work are planned and delivered sequentially so that learning can be built upon which enables knowledge to be embedded.
- Expert teacher subject knowledge is developed through in-house training and external training where appropriate.
- Teaching will take the form of whole class, group work or individual tuition where appropriate. It will be mindful of each child's abilities, and will respect individual pace and progress. Support staff will be used to target the development of pupils' basic number skills and conceptual understanding.
- Speaking and listening is promoted and woven in through the subject. It is a core skill that allows children to develop their ability to communicate effectively. We feel this is particularly pertinent for the children in our school.
- The use of models and images to draw out and support conceptual understanding.
- To become fluent in the fundamentals of Mathematics through varied and frequent practice of increasingly complex problems over time.
- To develop a Growth Mind set in Mathematics across the school.
- The Maths curriculum is adapted to meet the needs of all learners and prepare them for the next stage in their education.
- Subject specific vocabulary is selected and taught explicitly using the national curriculum. This is progressive across year groups and is clearly displayed in classrooms so the children can refer to it. This helps the children to articulate their knowledge and understanding.
- Children will use a variety of methods to record and present their work, including graphs and diagrams. When completing written methods they will follow the school's calculation policy.
- Collaboration is promoted at all levels of school life. In lessons children regularly have the opportunity to work in groups or pairs.
- Homework promotes independence, choice and wider experiences so that the knowledge and skills acquired in school can be applied to deepen learning.
- Feedback is both written and verbal. The purpose of any feedback given is to move a child forward with their learning. (see Marking and feedback policy)
- Expert teacher subject knowledge is developed through CPD and coaching. The school has a carefully planned induction programme to support ECTs and new staff.
- ICT and the use of apps will be used to support and enhance mathematics teaching where relevant.

Curriculum Impact for Maths

Through the clear and aspirational intent and structured and rigorous implementation of the Maths curriculum, we aim to provide all our children with a broad and balanced depth of knowledge and skills in Maths. The impact of this is measured in the following ways;

- National test data is used to identify strengths and areas for development.
- Monitoring of the subject through, planning, learning walks, lesson observations, book scrutiny and pupil discussions to measure the impact of Maths in all year groups. Areas of strengths are celebrated and areas for development are acted upon.
- Whole school moderation ensures standards are moderated across the subject.
- Teacher subject knowledge is reviewed through lesson observations, drop-ins, pupil questionnaires and book reviews. This information is used to plan staff meetings and external training opportunities.
- Setting clear outcomes for individual lessons and blocks of learning, ensuring the children understand what is expected and how to make progress against specific criteria.
- Termly assessments take place in Maths to inform next steps.
- Quality first teaching corrects misconceptions within lessons and children are targeted with additional support to diminish differences.

Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.