



Stoke Prior First School

Mathematics Policy

1 Introduction

Mathematics teaches children how to make sense of the world around them through developing an ability to calculate, to communicate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives.

At Stoke Prior First School we aim to:

- promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion;
- develop mathematical skills and knowledge and quick recall of basic facts in line with the National Curriculum;
- promote confidence and competence with numbers and the number system;
- develop the ability to solve problems through decision-making and reasoning in a range of contexts;
- develop a practical understanding of the ways in which information is gathered and presented;
- explore features of shape and space, and develop measuring skills in a range of contexts;
- understand the importance of mathematics in everyday life.

2 Teaching and learning style

The school uses a variety of teaching and learning styles in mathematics lessons. Our principal aim is to develop children's knowledge, skills and understanding in mathematics. We do this through a daily lesson which includes a variety of whole-class and group-direct teaching. During these lessons we encourage children to ask as well as answer mathematical questions. Careful planning of key questions, promotes higher order thinking skills too. Children have the opportunity to use a wide range of manipulatives such as place value counters, base ten, number lines, bead strings, counting sticks, number squares, digit cards and small apparatus to support their work. We aim for children to use and apply their learning in everyday situations.

We have adopted a 'mastery' approach to the teaching of mathematics in our school, which is based on five 'big ideas', which are:

Coherence – A coherent learning progression through the curriculum, providing a deep and connected understanding of maths that they can apply in a range of contexts.

Representation and Structure – Careful selection of how mathematics is presented to children in different ways such as through diagrams, images and practical apparatus e.g. base ten, counters, cubes, Numicon.

Fluency- Efficient and accurate recall of number facts such as number bonds and times tables and being able to use them to solve problems.

Mathematical Thinking – Looking for patterns and making mathematical connections through reasoning and conjecture.

Variation – Drawing close attention to a mathematical concept by varying and changing parts of questions.

Please see our separate 'Calculations Policy' which sets out how mathematical calculations are taught in each year group at Stoke Prior First School.

3 Early Years (Foundation Stage)

Practitioners use the current scheme, resources and manipulatives to ensure the early learning goals in the Foundation Stage Profile are taught through a combination of class sessions, group work, child initiated and adult led play. Children have access to a 'maths area' where they can choose equipment and challenges that support their current learning during 'free flow' time.

4 Equal Opportunities

In all classes there are children of differing mathematical ability. We recognise this fact and provide suitable learning opportunities for all children. We achieve this through a range of strategies including individual work, paired and group work, adapted teaching and providing opportunities for children to work on reasoning and problem-solving questions that require a greater depth of challenge and thinking to apply their learning. These opportunities are available for all learners. We use teaching assistants to provide appropriate support to individuals or to groups of pupils when required.

5 Mathematics curriculum planning

We use 'White Rose Maths' to provide a sequenced curriculum from Early Years through to Year 4, which is based on the National Curriculum and statutory requirements for mathematics. Each class follows a medium-term plan which sets out what is taught each term. Each term is broken down into weeks and each concept is further broken down into small steps. Teachers use these small steps to plan and deliver daily lessons.

6 Assessment and recording

At Stoke Prior First School we recognise that Assessment for Learning (AfL) lies at the heart of promoting learning and in raising standards of attainment. We further recognise that effective AfL depends on using the information gained. The assessment procedures within our school encompass:

- Making ongoing assessments and responding appropriately to pupils during 'day-to-day' teaching. These 'immediate' responses are mainly verbal and are not normally recorded. Feedback in books is in response to the learning objective of the lesson;
- Using knowledge of pupils drawn from ongoing pupil tracking records and from any assessments made, including regular 'end of unit assessments', as well as summative assessments at the end of each term, to guide our planning and teaching;
- Mathematics' progress and attainment is reported to children at each Parents' Evening in the Autumn and Spring Terms and in the end of year report.
- Use of 'assessment for learning' strategies help us to check learning against objectives and 'I Can statements' where appropriate.
- Moderation of children's work takes place both internally as a staff and externally with other local schools.

7 Responses to Children's Work

We recognise the importance of responding to children's work, whether orally or in writing. We seek to encourage children by highlighting positive achievements. This could include praise for use of a viable method even if the end result were incorrect. Children are given opportunities, and actively encouraged, to explain their work to others and to display their work when it seems appropriate. They are encouraged to value and respect the work of others.

8 Monitoring and Review

The senior management team and the mathematics subject leader are responsible for monitoring mathematics planning, delivery and impact within our school.

The leadership and planning of the maths curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in maths, and by providing a strategic lead and direction for this subject in the school;
- uses specially allocated management time to monitor the curriculum;
- gives the head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in maths and indicates areas for further improvement;

PERSON(S) RESPONSIBLE:	T Gregory
DATE POLICY AGREED:	June 2024
TO BE REVIEWED BY:	June 2027
DISTRIBUTION:	Staff / Governors / Website (delete as required)