



Oxford Gardens Primary School Maths Policy

Aims

At Oxford Gardens we aim:

- to offer the children a balanced curriculum following the new National Curriculum for Mathematics and the EYFS Framework;
- to develop both an enjoyment and a fascination for mathematics through an appreciation of the basic structure of the subject;
- to enable children to use and apply mathematics confidently and competently in their learning and relate these to everyday experiences in order to equip pupils for daily life;
- to use appropriate mathematical vocabulary to communicate ideas;
- to encourage children to become both independent and co-operative learners, through working as individuals and as group members;
- to ensure that all children achieve a high standard in mathematics;
- to ensure that maths lessons are interactive and include the use of physical resources, including ICT, in order to support children's learning;
- where possible to contextualise the understanding of maths by ensuring the learning of it is in a meaningful context and this involves practising maths skills through the IPC;
- to ensure that children learn how to:
 - i) **Use numbers and measurements** to support both accurate calculation and an understanding of scale, in order to make reasonable estimations. To also become fluent in the fundamentals of mathematics, through varied and frequent practice with increasingly complex problems over time. Develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
 - ii) **Use mathematics to justify and support decisions and proposals**, communicating accurately using mathematical language conventions, symbols and diagrams. Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
 - iii) **Solve problems by applying mathematics in different contexts**, using 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.
 - iv) **Interpret and interrogate statistics** in graphs, spread sheets and diagrams, in order to draw inferences, recognise patterns and trends and assess likelihood and risk.



Provision

i) Foundation Stage (FS)

Our nursery class have a daily mathematics carpet session which increases from 10 minutes at the beginning of the academic year to 15 to 20 minutes daily by the end. Every child will work in a teacher focus group for mathematics in alternating weeks. The weekly maths vocabulary is displayed within the classroom along with a maths meeting board.

Both Reception classes have a 20 minute daily lesson, following the Maths Mastery objectives. In addition to this, each class will have a ten minute Maths Meeting session during morning register every day, focusing on date, time and shape. Each classroom will have an up to date Maths Meeting working wall and a separate Maths Mastery working wall, which will include key vocabulary, methods and The Big Picture. Every child will work with the class teacher in a focus group each week (alternating with literacy at the start of the academic year but becoming weekly in later terms) and they will also complete a weekly independent task (alternating weekly with literacy.)

ii) Key Stage 1 (KS1) and Key Stage 2 (KS2)

All KS1 and KS2 classes have a 1 hour maths lesson every day, following the Maths Mastery lesson structure. In addition to this, each class has a fifteen minute Maths Meeting session every day to consolidate some areas of the children's understanding, including shape, time and statistics. Each classroom will have an up to date working wall, which may show The Big Picture of the unit, as well as key vocabulary and methods.

In Year 6 all children are taught in a mathematics set by one of the three year group teachers. These are reviewed regularly and children will move sets according to their needs.

Planning

i) Nursery follows the EYFS Framework to inform daily and weekly planning.

iii) FS, KS1 and KS2 follow the Maths Mastery framework to inform daily and weekly planning.

Completed planning and differentiated flips should be saved on the Staff drive within the appropriate planning folder each week. Planning should indicate where children will be supported by Class Teacher or LSA focus groups.

Learning Intentions and Success Criteria are shown on every plan and should be shared with the children every lesson. These should be stuck into the children's books daily.

Planning in KS1 and KS2 should show a main independent activity and a Using and Applying (U&A) and/or Explaining and Reasoning (E&R) to be completed daily. It is expected that these are completed by the majority of the class in each lesson. Some lessons can be purely investigative / problem solving based, as long as it is focused around a key area of learning, this needs to be clear on the planning.



Assessment, Monitoring & Moderation

The Maths Leader will monitor the maths planning, working walls and children's books each half term. Monitoring is presented to Senior Leadership Team (SLT) at the end of each half term. The Maths Leader and/or SLT moderate maths grades after pupil progress meetings and data tracking analysis (half termly). Where needed, the maths leader will support any weaknesses in the planning, teaching and assessment of maths.

Children in FS are assessed against the Early Learning Goals (ELG) and children from Year 1 to 6 are assessed against the new curriculum objectives for each year group. Teachers are expected to update excel sheets for their year groups termly, stating if the child has achieved an objective in Autumn, Spring or Summer. These will then indicate if a child is *emerging, developing or secure*. These are then used to input data on SIMS.

Teachers are expected to use AFL strategies that are agreed and reviewed on a yearly basis, in all maths lessons.

All maths work is to be marked before the next maths lesson on the following day. A daily Correction or U&A/E&R will be given based on the child's previous lesson. See marking policy for further clarification of the expectations of marking within maths.

Equal opportunities and Special needs

All children must have the opportunity and the encouragement to reach their full potential regardless of race, creed or sex. To give plenty of opportunities for discussion and language development, it is important that children attempt lots of enquiry based learning.

In Years 3 to 6 children are supported through different sized sets to enable them to have more teacher support and build their confidence in contributing in class. Years 1 to 2 also have three teachers in the year group, which allows focused intervention during mathematics lesson or in the afternoon as needed.

Resources

The general maths stock cupboard is in the Upper Key Stage 2 corridor as well as a maths cupboard in the staff room with planning resources. Please ensure equipment is returned when not in use. There are many interactive and planning resources which are now accessed on the school network. These can be found in the Staff drive within the Maths Folder.

Each classroom should have its own maths resources, which contains materials required for everyday use in mathematical activities. Materials should be labelled and kept in an orderly way to facilitate effective use by both staff and children. Reception, KS1, Y3, 4 and 5 should ensure that every child can easily access equipment daily, in line with the methods used by Maths Mastery to encourage concrete learning (before progressing to pictorial and abstract understanding).



Use of ICT

ICT is used to support and enhance children's learning. Teachers are encouraged to make use of their class laptops, Ipads and Interactive White Boards throughout maths lessons.

Homework

Weekly maths homework is set by every class in KS2, generally based on that week's learning. This may include U&A and E&R activities as appropriate. Maths homework is given in FS and KS1 on alternate weeks.

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