



ALLENDALE PRIMARY SCHOOL

MATHS POLICY

Rationale

At Allendale Primary School we recognise the importance of Maths in daily life and therefore strive to make Maths relevant and engaging for pupils, so that they leave with a solid foundation and deep conceptual understanding of the importance of Maths. We want our Maths curriculum to be engaging and stimulating to allow children to explore mathematical concepts and be active in their learning process.

Aims

Our Curriculum for Mathematics aims to ensure that all pupils achieve and we design our lessons so that all children have the opportunity to practise and consolidate these 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.

Mind set

As a whole school we encourage and nurture children to develop perseverance and resilience. This is aimed to foster a positive attitude and love of learning in all pupils. Children are given opportunities to explore different concepts and to learn from their mistakes. They work together to learn and help one another to deepen understanding. Questioning is aimed at promoting learning goals not performance, with a focus on developing key skills.

Teaching and learning

EYFS

Mathematics is one of the specific areas of learning in the EYFS curriculum and covers the following aspects:

1. Numbers
2. Shape, space and measures

Key stage 1 and 2

We use a mastery approach. Our curriculum is structured into blocks to sufficient time to allow children to practice, refine and deepen skills and concepts. Objectives are ordered and sequenced to allow children to make links within and across units of work.

Basic skills are addressed through starter activities, consolidation tasks and weekly arithmetic sessions; focuses for these are drawn from assessment of need.

Staff use manipulatives to allow children to explore and deepen their understanding of a concept, as well as being used to model processes.

Children are taught the skills they need to unpick a problem and choose the correct mathematical knowledge they need to apply.

Problem solving

Growth mindset principles and language are evident throughout lessons.

Planning

As a school we do not formally follow a set scheme of work, however, in planning, staff use their professional judgement to adapt schemes and other resources which they feel meet the needs of the children in their class. Our main resource is White Rose Maths.

Assessment

Key Stage 1

Key stage 1 staff use teacher assessment, with judgements formed from observations in lessons, working in children's book and discussions with children.

Judgements are recorded on a tracking sheet and used to identify gaps in learning, which can then be addressed in basic skills sessions.

Tracking grids are submitted half termly to the Assessment Coordinator, along with any formal assessment results.

Key stage 2

NFER test materials are used in Year 3-5. The end of Summer Term assessments are used as the baseline for the next year group and teacher assessment is continuous through lessons to identify any gaps and put support in place to address these.

In Year 6, practice SAT papers are administered each half term, to track progress and identify gaps over shorter periods of time.

The results of formal assessments are kept by the class teacher and submitted to the HT and assessment co-ordinator for tracking progress purposes and identifying any year group / whole school issues. The responsibility for marking and recording formal assessments lies with the class teacher.

Resources

Resources in our school are used to support learning in lessons. These include manipulatives, such as: Numicon, Deans, place value counters, number lines, tens frames and bead strings. We also use more specific resources for teaching topics, such as weights and scales, meter sticks and measuring cylinders for learning about measures.