High View Primary Learning Centre

Policy:	Mathematics Policy	
Written by:	Mr W Cavanagh	
Approved by Chair of Governors	Signature	Name
Approved by Head Teacher	Signature	Name
Last reviewed:	November 2024	
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1. Intent and Aims:

School Vision

At High View Primary Learning Centre our vision is of a school that puts children first and recognises the value of each child as an individual. Importance is placed on nurturing every aspect of their personality – intellectual, creative, emotional, physical and spiritual. All individuals are of equal worth and therefore our learners will learn how to be tolerant, respect others and develop a readiness to support and care for others within the community and the wider world.

Aims and Objectives

An understanding of mathematical skills and concepts, together with the ability to apply them, can equip our children with the powerful knowledge with which to understand the world and improve it.
We aim to do this by:

- providing high quality maths lessons which promote enjoyment and enthusiasm
- becoming fluent by developing their ability to recall number facts quickly and accurately
- enabling them to problem solve using and applying knowledge and skills taught effectively to real life situations
- building confident mathematicians that can reason mathematically and persevere with more complex problems
- using mastery strategies to further develop and deepen their knowledge and skills.

2. Legislation and Guidance

- Statutory requirements for the teaching and learning of Mathematics are laid out in the National Curriculum (2014).
- Further updated advice is in the Ready to Progress Criteria published July 2020.
- NCETM Professional Development and Curriculum Prioritisation materials are used to enhance staff subject knowledge and support the utilisation of a Teaching for Mastery approach across school.
- Leaders work closely with ECM Trust Maths leaders and South Yorkshire Maths Hub for support and guidance.

3. Roles and Responsibilities

Maths Teaching

A daily mathematics lesson will be provided in order to ensure competent, numerate children by the end of KS2. In Foundation Stage this will usually last 15-20 minutes, in KS1 45 minutes, and 1 hour in KS2. Cross-curricular links will also be made where appropriate to further develop and refine numeracy skills.
Within these lessons children will have access to fact fluency practise, small steps to learning, problem solving, reasoning and plenaries/mini-plenaries.
Manipulatives are used where appropriate to support learning and enable all children to access small steps and visualise the mathematics.

Continued Professional Development

Development of Teachers' mathematical subject knowledge is encouraged, with external courses being sourced where necessary, or internal INSET across the MAT where there is a Primary Maths Teaching for Mastery Specialist.
NCETM Professional Development materials are used to support staff subject and pedagogical knowledge.
Resources are updated regularly according to need, whether it be new resources to support the curriculum or resources that need replacing. Those resources used daily are easily accessible in every classroom; those not used regularly are stored centrally in the maths cupboards.

4. Implementation: Organisation/Planning/Inclusion

Maths Planning

During the children's time in our school, we aim to ensure that all parts of the 2014 National Curriculum Programme of Study and, more recently, the ready to progress criteria, are taught. This enables all children to achieve the highest standards possible in mathematics and benefit from a broad, rich and personalised curriculum. We use the National Centre for Excellence in the Teaching of Mathematics' small steps to learning to enhance the curriculum and extend the children's knowledge.

Mastering Number at Foundation Stage and Key Stage 1

In EYFS and KS1, NCETM Mastering Number Sessions are taught daily which aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.

Mastering Number at Key Stage 2

In Year 4 and Year 5, discreet Mastering Number sessions are taught daily to secure firm foundations in multiplicative relationships. Knowledge of multiplication and division and its applications forms the single most important aspect of the KS2 curriculum, and is the gateway to success at secondary school. This project enables pupils in Years 4 and 5 to develop further fluency in multiplication and division facts, and a confidence and flexibility with number that exemplifies good number sense.

Times Tables

In Year 2, Year 3 and Year 4, developing children's fluency and automaticity of multiplication facts is a priority. Discreet 10-minute sessions are taught daily with a range of activities to develop children's procedural and conceptual understanding. We aim by the end of Year 4 for all children to secure multiplication and division facts to 12 x 12 in readiness for the statutory Multiplication Tables Check.

Inclusion

From previous assessment and knowledge of the special educational need of the child, we will ensure the needs of all children and use appropriate organisational strategies, resources and multi-sensory teaching methods to cater for these needs. Where applicable, children's School Focus Plans will incorporate suitable objectives from the National Curriculum. Additional support staff will be made available where necessary to support groups or individual children, working collaboratively with the class teacher. Within the daily mathematics lessons teachers will also provide activities to support and challenge the more able within the same objective. The children will be taught the same objective (with the exception of SEND on occasion) differentiated through use of manipulatives, support and/or choice of number. All children will have access to reasoning and problem-solving activities ensuring that we are deepening thinking. All children will receive quality wave one teaching.

5. Impact: Monitoring Arrangements

Assessing Progress

Assessment for learning is continuous throughout the planning, teaching and learning cycle. However, children are more formally assessed termly in KS1 and KS2 using a variety of methods:

- questioning, talking and listening to children
- considering work/materials/investigations produced by children together with discussion about this with them
- Pre- assessments
- end of unit assessments or tests
- SATs tests for Years 2 (optional) and 6 (formal)
- Same-day interventions

6. Links to other policies

- Marking and Feedback Policy
- Multiplication Tables Policy
- Special Educational Needs Policy
- Teaching and Learning Policy
- Science Policy
- Computing Policy
- Design and Technology Policy
- Geography Policy