

Coulsdon C of E Primary School



Mathematics Policy

The ethos of this school is to enable every child to learn and develop in a Christian environment. We ask all parents of whatever faith applying for a place here to recognise and support this ethos and its importance to the school

Together, growing in mind, body and spirit

This policy is intended to ensure consistency across the school of teaching and learning in Mathematics within the context of the school's improvement plan. This policy should be read in conjunction with the school's curriculum, and other aspect policies which provide greater details of the arrangements relating to the teaching and learning of Mathematics. Where possible teaching of Mathematics will be given purpose and context linked into the school's creative themes.

All children are included and are given equal access and opportunity to achieve within Mathematics. The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

Aims

Through our teaching we aim that our pupils can:

- develop a love of maths and a 'growth mindset' that we can all achieve and that making mistakes in maths is part of developing our learning
- see the value of maths in every-day life
- 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

Intent

We value a maths curriculum that is creative and engaging, with all children having access to this curriculum and making progress in lessons. Our children need to develop the necessary skills to make them "deep thinkers" acquiring maths skills that can be recalled quickly and transferred and applied in different contexts. They need to be able to make connections across the areas of maths and use their knowledge in other subjects. Maths is the foundation for understanding the world and we want our children to know the purpose behind their learning and to apply their knowledge to their everyday lives.

Implementation

In Key Stage 1 and 2 Mathematics is taught using the White Rose Maths (WRM) Curriculum. It links to the aims and objectives of the National Curriculum, has number at it's heart and provides plenty of opportunities to build reasoning and problem solving elements into the curriculum. To supplement our planning, we use Twinkl (Dive into Mastery), NRich and NCETM resources. In addition to WRM, children participate in regular mathematical investigations, to enable them to demonstrate deeper understanding of their mathematical knowledge and skills.

During 2021-2022, we participated in a major new initiative from the NCETM called Mastering Number. This project aims to secure firm foundations in the development of good **number** sense for all children from Reception through to Year 1 and Year 2. This program consists of short daily maths sessions that are in addition to the daily maths lesson in Years 1 and 2.

In the Early Years Foundation Stage (EYFS), Mathematics follows the Mastering Number program. These maths lessons are in the form of daily, short adult-led focused inputs which can either be for the whole class or groups. During these sessions, the children will practise their counting and subitising skills and revisit prior learning. These inputs can then be followed up with activities within the class. Opportunities to practise new skills through play are encouraged in different areas of the provision either independently

or with adult support. Number rhymes, songs, and games are also incorporated into a balanced curriculum in line with the early years framework.

We have adopted the WRM addition and subtraction policy as well as a multiplication and division policy. These are followed by all staff and are available on our website.

Maths lessons should be taught daily for a minimum of 45 minutes in Key Stage 1 and 2. In years 1 and 2 the children also participate in short daily maths sessions using the Mastering Number Program.

Enrichment/Support Opportunities

To enable pupils to participate effectively in the mathematics curriculum and assessment activities, provision is made to support individuals or groups. Additional support can be seen through class provision maps.

In Mathematics we make use of all opportunities offered in the borough and cluster to support learning.

Monitoring and Assessment

Assessment Procedures: follow the guidance in the Assessment Policy.

Health and Safety

Please refer to the Health and Safety policy

Signed 

Chair of Curriculum on behalf of the Governors

Signed Head Teacher



Date: September 2023

Review date: September 2024