

## Great Ouse Primary Academy Policy

### Mathematics

#### Rationale

At Great Ouse Primary Academy the children are taught to think and reason mathematically, applying their fluency in Maths to solve a range of abstract and real-life problems. We believe that this ability to adapt, along with a sound understanding of place value, is of paramount importance when learning Maths. We teach Mathematics daily and encourage numeracy links throughout the school. We believe that Mathematics should be taught to all pupils throughout the school in ways appropriate to their ability. We believe Mathematics is a body of knowledge which provides a way of viewing and making sense of the world. To function in society, we all need to be able to communicate mathematically. We ensure that the children of Great Ouse Primary Academy progress through our school and into society with high standards of numeracy.

#### Aims

**We aim for our children to:**

- Develop an enjoyment and curiosity of Maths
- Achieve a high standard in numeracy and a range of other Mathematical skills, with a particular emphasis on mental strategies
- During key stage 1, develop their knowledge and understanding through practical activity, exploration and discussion
- During Key stage 2, use the number system with confidence and develop from counting reliably to calculating fluently with all four operations. Pupils should be able to apply these to practical activities and problem solving
- Enjoy the subject and study it with confidence and a sense of achievement
- Enable pupils to have opportunities for Mathematical thinking, discussion and teamwork
- Provide opportunities for pupils to demonstrate and use their Mathematics
- Give pupils opportunities to use Mathematics in everyday situations
- Help pupils to understand that Mathematics is a powerful tool for communication and an international language
- Encourage pupils to take responsibility for their own learning – building a resilience in problem solving
- Provide children with the skills to reason mathematically

## **Planning**

Mathematics in school will follow the requirements of the National and Foundation Stage Curriculums. As a school we have chosen to follow the PowerMaths Schemes of Work. Teachers use medium term plans which follows the guidance and needs of the children based on assessment. Short term plans are produced on a weekly basis which takes into consideration the learning needs of our children, these can be adapted daily to meet any gaps for consolidation and allow us to stretch and challenge our pupils. All plans will include teaching and learning activities, differentiation, focused support and vocabulary. The planning is monitored by the subject leader on a regular basis to ensure continuity, progression and consistency throughout the school.

## **Teaching and Learning**

A range of styles of teaching is necessary for the teaching of Mathematics. Across the school at different times children may be 'set' or grouped for Maths to enable teachers to pitch lessons according to the needs of similar children. The impact of this on standards and achievement will be closely monitored by The Senior Leadership Team and subject leader.

Teaching Assistants are used in Mathematics to assist:

- In providing extra help for children with particular needs.
- In teaching individual children and groups of children during interventions.
- To support whole class teaching and further the understanding of groups of pupils.

## **Mental Maths**

All classes will have at least a 10-minute session of mental Maths every day as well as a Ready to Progress focus twice a week. This can take place wherever is most convenient and at the discretion of the teacher. Resources have been developed to support teachers in the daily teaching of mental Maths along with a whole school daily mental Maths challenge. At times teachers will discretely reinforce mental Maths within the classroom, for example chanting of times tables when lining up for break or counting when getting into groups.

## **Assessment of Mathematics**

Pupils are assessed daily on their progress which helps inform teacher planning and interventions. Children in Year Two and Year Six take the end of year statutory assessment tests (SATs). Children in Years 1, 3, 4 and 5 complete the CMAT Assessments.

## **Homework**

All children are given homework at an age-appropriate level. In Foundation stage children are given practical activities to complete with parental support, these activities will often have a Mathematical

focus. In Key Stage one, children are given one piece of recorded homework each week, alternating between a Mathematics and literacy focus. Parents are encouraged to support their children with this. In Key Stage two children are given one piece of maths homework each week. All children will have access to 'SATS Companion', 'Sumdog' and 'TT-Rockstars' which is an online, interactive maths tool, teachers may use these to set homework and challenges for the children.

### **Equal Opportunities & Inclusion**

At Great Ouse Primary Academy we are committed to equality of opportunity and inclusion as detailed in school policy. We have a responsibility to provide a broad, balanced and relevant curriculum for all our pupils which sets suitable learning challenges, giving every pupil the opportunity to experience success in learning and to achieve as high a standard as possible including pupils whose attainments fall significantly below the expected levels and also those whose attainments significantly exceed those expected.

All staff will have high expectations of all pupils and provide opportunities for everyone to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. Teachers should be aware that pupils bring to school different experiences, interests and strengths, which will influence the way in which they learn.

Children who are deemed to be More Able in Mathematics are identified at an early age (by the end of Key Stage One typically, although not always) and added to the 'More Able register' (updated annually). They will be provided with additional enrichment opportunities and mentoring, individually or in small groups, to enable them to reach their full potential.

### **Excellence in Mathematics**

At Great Ouse Primary Academy we believe it is important to share and celebrate success. To celebrate children in mathematics children may:

- Visit a member of the Management Team to share their work
- Receive a 'Gifted in Mathematics' badge and placed on the More Able Register.
- Receive a 'Good News' postcard home
- Have a letter sent home from the subject leader celebrating their recent or prolonged success

### **The Role of the Subject Leader**

**The role of the Subject Leader is to:**

- Purchase, organise and maintain teaching resources
- Manage a delegated budget and keep spending within it
- Encourage and assist in training and CPD

- Keep up-to-date by attending courses and feedback sessions organised by LEA, Cluster groups or other colleagues
- Provide guidance and support in implementing NC and schemes of work
- Advise the SLT of action required (e.g. resources, standards, etc.)
- Encourage ways of involving parents in their child's learning
- Provide support for all who teach Mathematics and so improve the quality and continuity of Mathematics teaching and learning throughout the school

Review date September 2023

GreatOuse  
PRIMARY ACADEMY

