

*Broom Barns*

# Mathematics

# Policy

*September 2022-2025*



**Mathematics Policy**

## Section 1: Introduction

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary in most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, and a sense of enjoyment and curiosity about the subject.

This revised policy takes into account the new National Curriculum (2014)

### **Purpose:**

The purpose of this policy is to describe our practice in Mathematics and the principles upon which this is based.

### **Aim(s):**

We aim to develop lively, enquiring minds encouraging pupils to become self-motivated, confident and capable in order to solve problems that will become an integral part of their future.

The National Curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems
- **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.

Children deserve:

To be set appropriate learning challenges

To be taught well and be given the opportunity to learn in ways that maximise the chances of success.

To have adults working with them to tackle the specific barriers to progress they face.

The programme of study for the Foundation stage is set out in the EYFS Framework. Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shape, spaces and measures. Counting and daily maths activities take place in the Foundation stage. Adults in EYFS observe children and record the learning in floor books. Observations are also recorded in journals.

## **Key Stage 1 and 2**

The Programmes of study for mathematics are set out year by year for Key Stages 1 and 2 in the new National Curriculum (2014). The programmes of study are organised in a distinct sequence and structured into separate domains. Pupils should make connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### **Key Stage 1**

The principal focus of mathematics teaching in Key Stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources (e.g. concrete objects and measuring tools).

At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

By the end of Year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency.

Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at Key Stage 1.

### **Lower Key Stage 2**

The principal focus of mathematics teaching in lower Key Stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.

By the end of Year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work.

Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

### **Upper Key Stage 2**

The principal focus of mathematics teaching in upper Key Stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

By the end of Year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages. Pupils should read, spell and pronounce mathematical vocabulary correctly.

### **Cross curricular**

Throughout the whole curriculum, opportunities to extend and promote Mathematics should be sought. Nevertheless the prime focus should be on ensuring *mathematical progress* delivered discretely or otherwise.

### **Teaching and Learning of Maths in Broom Barns**

The approach to the teaching of mathematics within the school is based on:-

- **A mathematics lesson every day**
- **A clear focus on direct, instructional teaching and interactive oral work with both the whole class and smaller ability groups.**

The curriculum is delivered by class teachers. All work is differentiated in order to ensure that children receive work at the appropriate level. At times children will be taught in ability groups and at other times they will be taught in mixed ability groups. Teachers will work with all groups at least once a week. Planning is based upon the new National Curriculum (2014). Programmes of Study should inform medium term plans and subsequently weekly planning. Class teachers are responsible for the relevant provision of their own classes and individually develop weekly plans which give details of learning objectives and appropriate differentiated activities. Although planned in advance, they are adjusted on a daily basis to better suit the arising needs of a class and individual pupils. All planning starts with assessment: the identification of what the children know, what they can do and their next steps. White Rose Premium planning documents are used to inform planning.

### **Calculation Policy**

The calculation policy can be found on our school website.

### **Mental maths**

Fluency starters take place daily for 15 minutes in all classes from Reception to year 6. Year 6 children complete a weekly arithmetic test.

### **Inclusion and equal opportunities**

All children are provided with equal access to the mathematics curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

### **Resources**

Resources which are not used or required regularly are stored centrally and accessed by teachers at the beginning of a topic. A range of manipulatives are kept in each class room and should be made available to all children, not just those with SEND.

### **Displays**

All classrooms must have a number line and a hundred square prominently displayed (relevant to year group). Each classroom / resource area should also have a maths display relating to current work with worked examples and children's work. A weekly interactive maths challenge and mathematical vocabulary relating to current work should be displayed and changed weekly.

### **Assessment**

Children in the Foundation Stage are assessed in accordance with the EYFS curriculum.

Children in KS 1 and KS 2 will be assessed using White Rose assessments, optional SATS papers and Test Base assessments. Formative assessments will be on going and teachers will highlight assessment sheets. Summative assessments will take place termly and be recorded on Juniper Sonar.

### **Marking and presentation**

Teachers are expected to adhere to the school's marking policy when marking books and presentation policy when guiding children as to how to present their work.

### **Home learning**

All children from year 1 to year 6 will be given weekly times tables to learn and are encouraged to go on to Times Tables Rocks Stars at home. Year 6 children will also receive a weekly, maths worksheet.

### **Monitoring and Evaluation**

The Curriculum leader, alongside the SLT, is responsible for monitoring and evaluating curriculum progress. This is done through: book scrutiny, planning scrutiny, lesson observations, pupil interviews, staff discussions, audit of resources and data analysis.

### **Review**

This policy was developed by the Maths curriculum leader September 2022.

The policy will be reviewed in September 2025.