

St Joseph the Worker Catholic Primary School



Mathematics Policy 2023/24

INTENT



Maths at St Joseph the Worker Catholic Primary School

Subject Lead – Mrs Darsey

Every day is a maths day. Children at our school participate in a maths lesson / mathematical activity EVERY DAY.

We believe maths is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. As a school, we aim to inspire a real love for maths.

In line with the national curriculum for mathematics, our aims are 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 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.

At St Joseph the Worker we believe in deepening understanding not accelerated teaching. We focus on depth rather than breadth and we believe that pupils who grasp concepts rapidly should be challenged through being offered reasoning and problem solving activities before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

Planning

EYFS:

We follow the Statutory Framework for EYFS. Our Nursery teachers continue to use the 'Development Matters' document, as do Reception alongside the White Rose plans to support their delivery of the Statutory Framework. We believe that developing a firm grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. We plan for our curriculum to include rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. Our children develop positive attitudes and interests and they

look for patterns and relationships, spot connections and we instil a 'have a go' approach were our children are not afraid to make mistakes.

Y1-Y6:

We follow the National Curriculum programmes of study. We use White Rose as a basis for our planning, to enable us to deliver the National Curriculum programmes of study to fulfil our focus on further developing our children's reasoning and problem solving skills.

Plans are to be annotated (not just dated) with how the objective will be taught, what resources are being used, groupings (if any) and apparatus being used or available to the children. The children decide when/ when not to use them.

In line with the white rose materials and the mastery approach, the vast majority children should have access to the same objectives and differentiation will be through support and/or the use of concrete materials / appropriate resources.

Assessment

- Y2 and Y6 use the previous years published Maths Papers as a baseline, practise tests throughout the year (NFER and previous years SATs paper) statutory SATs tests in the Summer Term.
- Y1, Y3, Y4 and Y5 use NFER tests as a baseline in Autumn term – repeat in Spring followed by NFER Summer tests.
- Formative assessment informs teaching.
- Arithmetic or half arithmetic tests will be used weekly and this information will be tracked.
- Children are also assessed on recall of multiplication and division facts against Year group expectations and this is also tracked from Year 1 – Year 6.

Interventions:

Interventions are planned for any children making slow progress or not achieving their full potential. The impact of these is measured by class teachers and discussed during pupil progress meetings. Interventions include 'keep up' and 'catch up' sessions.

Roles and responsibilities:

Head Teacher and Governing Body

- supports the use of appropriate teaching strategies by allocating resources effectively
- monitor the effectiveness of teaching and learning strategies in terms of raising pupil attainment
- ensure staff development and performance management policies promote good quality teaching

Subject Leader

- manages the subject through monitoring and support to ensure the correct implementation of the National Curriculum for Mathematics is being delivered
- ensures a regular and effective programme of analysis of children's work and short term planning (as appropriate) is in place
- takes responsibility for the purchasing and organisation of resources
- keeps up to date with developments in mathematical education and disseminate information to colleagues through INSET days and staff development meetings.

Class Teachers

- have high expectations of all children
- ensure the effective implementation of the Statutory National Curriculum for Mathematics
- provide opportunities for all children to develop fluency, reasoning and problem solving
- ensure learning is differentiated to enable all children to reach their full potential
- make effective use of assessment for learning within mathematics
- committed to raising standards for all children

Parents/Carers

- are encouraged to assist their children with the regular homework given (see Homework Policy)
- are asked to encourage their child to attend any Maths after school clubs on offer
- are asked to encourage children to use TTRS and SATs companion at home

Reviewed – November 2023

S. Darsey (subject leader)