Mathematics Policy

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Mathematics Policy

At The Village Primary we believe that Maths should be progressive, thorough, stimulating and allow all pupils to develop Mastery in Maths. Teachers strive to provide high quality teaching, which is engaging, interactive, built on prior learning and, if appropriate, physically active (Tagtiv8 etc.). Lessons are brought to life with hands-on mathematical equipment, with technology and a cross-curricular approach, where suitable. Mathematics is made relevant and motivational by placing it within real life contexts (reading timetables, using money etc.). This equips children with the necessary skills for later life, as well as the reasoning and thinking skills associated with solving numeracy problems.
Teachers and support staff are actively engaged in helping children to acquire and develop mathematical language, skills, knowledge and understanding across the Maths curriculum.
Children are encouraged to make an active contribution towards their own learning by developing the skills of independence, enquiry and reasoned problem solving.
Pupils are encouraged to develop our Village Values in all of their learning, in Maths this a key attribute as it allows learners to be resilient, persistent and determined as they acquire new knowledge and skills.

Curriculum Structure

Maths is a core subject with discrete skills and capability to be developed. Skills are also transferable across the curriculum and this is recognised in the planning, teaching and assessment of Maths. The curriculum is carefully sequenced to ensure progression in knowledge, vocabulary and skills, enabling pupils to build on prior learning and make connections over time. In mathematics, mastery is understood as pupils developing a deep and secure understanding of key concepts so that they can reason mathematically, represent ideas in different ways, and apply their knowledge flexibly to solve problems in familiar and unfamiliar contexts. Mastery is not about acceleration through content, but about ensuring fluency, conceptual understanding, and the ability to explain mathematical thinking clearly.

EYFS

In the Early Years Foundation Stage, mathematics is taught through the areas of Number and Numerical Patterns, with a strong emphasis on developing children's understanding of patterns and connections and spatial reasoning, in line with the Early Learning Goals.
Children develop their mathematical understanding through a balance of adult-led teaching and carefully planned continuous provision. Opportunities are provided throughout the day for children to apply mathematical skills in meaningful, real-life contexts, such as counting, comparing quantities, recognising patterns, and using mathematical language in play.
Staff prioritise the development of mathematical vocabulary, modelling and extending language through high-quality interactions. Children are encouraged to

explain their thinking, make connections and solve problems as part of their daily learning.
Teaching is carefully sequenced to build on prior knowledge and ensure progression. Practical resources and hands-on experiences are used to support children in moving from concrete understanding towards more abstract concepts. Assessment is ongoing and informed by observation of children's learning in both adult-led and child-initiated activities. Key assessment points, including the Reception Baseline Assessment and the Early Learning Goals, are used to identify children who may need additional support and to ensure all children make good progress from their starting points.

Key Stage 1
In Key Stage One the principal focus is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value and begin to develop reasoning and problem-solving skills (using Gareth Metcalfe etc.). This should involve working with numerals, words and the four operations. Number bonds and recall of addition and subtraction facts are vitally important. Practical resources should be used frequently to support moving onto the abstract concepts. At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort shapes and use related vocabulary. Teaching should feature a range of measures to describe and compare different quantities such as lengths, mass, capacity, time and money.

Key Stage 1 Areas

Year 1
Number
Numbers and place value
Addition and subtraction
Multiplication and division
Measurement
Geometry
Properties of shape
Position and direction

Year 2
Number
Numbers and place value
Addition and subtraction
Multiplication and division
fractions
Measurement
Geometry
Properties of shape
Position and direction
Statistics

Lower Key Stage 2- Year 3 and 4
The principal focus 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 will underpin and develop efficient written and mental methods.

At this stage, pupils should aim to confidently solve problems and apply reasoning skills to their learning (Gareth Metcalfe etc.). Teaching should ensure that mathematical vocabulary is explicitly taught and that children have chance to use this to explain their reasoning. Teachers ensure that children use equipment, such as measuring equipment and make connections between measure and number. During Year 3 and 4, multiplication tables are given great importance and are then used in a variety of concepts. Multiplication testing is built into lessons to prepare Year 4 for the MTC in June.

Year 3
Number
Number and Place Value
Addition and subtraction
Multiplication and division
Fractions
Measurement
Length
Perimeter
Money
Time
Mass and Capacity
Geometry
Properties of shape

Statistics

Year 4
Number
Number and Place Value
Addition and subtraction
Multiplication and division
Fractions including decimals
Measurement
Properties of shape
Money
Time
Area
Geometry
Properties of shape
Position and direction

Statistics

Year 5 and 6
The principal focus in Year 5-6 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 children make between multiplication and division with fractions, decimals and percentages. At this stage, pupils should develop the ability

to solve a wider range of problems, including increasingly complex problems of shape and arithmetic. Such problems will demand an efficient grasp of written and mental methods of calculation, understanding of reasoning and problem-solving skills. With a solid base in number, children are to be introduced to the language of algebra as a means of solving a variety of problems. Teaching in geometry and measures should consolidate, extend and complement 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 such shapes.

Year 5
Number
Number and Place Value
Addition and subtraction
Multiplication and division
Fractions including decimals and percentages
Measurement
Properties of shapes
Converting units
Perimeter and area
Volume
Geometry
Properties of shape
Position and direction

Statistics

Year 6
Number
Addition, subtraction, multiplication and division
Fractions including decimals and percentages
Ratio and Proportion
Algebra
Measurement
Properties of shapes
Converting units
Perimeter and area
Volume
Geometry
Properties of shape
Position and direction
Statistics

Organisation and Timings
Across school, teachers deliver a daily Mathematics lesson that often lasts sixty minutes. Work is adapted to meet the needs of individuals and groups (Target Your Maths A, B and C etc.). The curriculum caters for those with Special Educational Needs, to the more able pupils. Teachers are all following our own Maths Curriculum which aligns to the National Curriculum for Mathematics (2014) with its approach and areas, as outlined above.

Approaches to Teaching and Learning

At Village, lessons typically follow a structured approach which may include:

Starter: Retrieval activity revisiting previous learning and a Tables or Arithmetic Recap. SODA and Chanting
Main Input: Teacher Input and modelling for Main Objective and tasks. Me, We you.
Main Task: Children carry out differentiated activity. TYM A, B and C Year 1 to Year 6
End Task: Gareth Metcalfe, Progress Assessment, Testbase question and next steps or consolidation.

This structure provides consistency but is flexibly applied according to learning objectives and pupils' needs

When delivering lessons, teachers employ a range of strategies and use professional judgement to decide on the most appropriate teaching and learning style for the class, groups or individuals. Frequent counting and number fluency practice is embedded across the school to improve pupils' number skills. For example, this could be counting to ten in Nursery Class, to counting in decimals in Year 6.
Teaching strategies may include:
Whole class quality first teaching
Paired or group work
Individual enquiry
Guided work with a teacher or Teaching Assistant
Focused support work with a teacher or teaching assistant
Practical work with apparatus to reinforce Number concepts.
Active Learning (Maths of the day or Tagtiv8)
Opportunity to work with concrete, pictorial and abstract methods.
Access to challenges.
Clear demonstrations, modelling and explanations of how the mathematics taught relates to everyday life.
Plenary sessions that address misconceptions, consolidate learning and move learning forward.
Teachers ensure pupils understand concepts and learning is embedded before moving on. This aids Mastery in Maths, makes applying learning in new contexts easier and guards against gaps in understanding forming.

Inclusion
All children have equality of access to Mathematics provision, regardless of gender or ethnicity. Children all engage with and are taught by a qualified teacher that provides quality first teaching. Children are taught in year groups and in each lesson, Mathematics is related to a common theme and is differentiated appropriately with reference to children's prior attainment. Children who have Special Educational Needs in Maths may receive additional support from a teacher or teaching assistant. All pupils will have an opportunity for guided group work with the teacher at different stages in the teaching cycle. Intervention and support

groups are to be used as appropriate. The school aims to allow all pupils to achieve some level of Mastery in Maths.

Challenge and Mastery

We aspire to allow all learners to achieve Mastery in Maths, to aid this approach teachers use a range of high-quality resources (e.g. TYM, Gareth Metcalfe, Testbase, WRM) and create challenges which allow pupils to access differentiated extension work.
Pupils are also given Arithmetic and Reasoning questions from resources, such as TYM, Testbase WRM and Gareth Metcalfe, which allow pupils to apply taught skills in different contexts. Weekly use of Arithmetic and Reasoning questions also helps to develop good test technique and reinforces key vocabulary.
SODA (Start of Day Activity) is typically done daily and hones key arithmetic skills allowing pupils to master skills through the use of focussed questioning.
TTR and Time Table Ninja books used across school encourage pupils to improve their multiplication skills and improve recall time. This is done through friendly competition and is profiled in class and assemblies.
EDD cards allow Maths skills to be rewarded: For example, a pupil may challenge themselves to increase speed of recall of number bonds.

Resources

Each class is equipped with a range of maths resources and apparatus that is relevant to that particular year group. These are stored in accessible and clearly labelled drawers and digital resources are stored on the Staff Shared file or accessed via the internet.
Tagtiv8 equipment is kept in the PE shed.

Home Learning

Home learning is much valued and encouraged as parents are seen as school learning partners. Online activities such as Maths.co.uk and TT Rockstars are used to differentiate homework and make learning anytime, anywhere focused.

Village Values

All pupils are encouraged to develop Village Values. Village Values empower learners to understand the importance of personal qualities (such as resilience and determination) as they learn new skills and develop Mastery in Maths. They understand that learning tomorrow is built on learning today.

Assessment

Assessment of children's progress in Mathematics is carried out in a variety of ways.
Prompt marking and feedback is given to children in accordance with the school marking policy.
Teachers use assessment for learning to influence future planning and provision. This includes annotating planning and altering future teaching methods/approaches.
Planned formal assessments provide summative evidence at the end of each half term and school year.
Pupils use RAG rating to assess their own progress on a regular basis.
After tests, teachers reflect on results and complete a teaching implication sheet. This celebrates strengths and plans to address weaknesses within a class.
Teacher assessment is used to assess pupil progress. This can provide a more realistic and rounded view of a child's progress rather than a simple snapshot in a

test. Misconceptions are identified and addressed promptly through questioning, feedback and adapted teaching.
Data is recorded in SONAR to allow Senior Leaders to analyse and track performance of individuals, groups and classes.

Parents are informed of their child's progress against national expectations at Parents' Evening and in the written school report in the Summer Term.

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