

ST. HELEN'S CATHOLIC INFANT SCHOOL



Maths Policy

Written by	Date	Ratified by	Date
R.McCarthy	June 2023	Governors	2023

To be reviewed	Annually	Every 3 years
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Reviewed on	Reviewed by	Next review date
		June 2026

With Jesus alive in our hearts, we celebrate each other and learn together as a family.

SUBJECT INTENT

At St. Helen's Catholic Infant school our intent for Maths is to provide a broad and balanced curriculum which develops children's resilience and independence when calculating, reasoning and problem solving.

- We ensure that all children access a range of skills enabling them to understand and appreciate the relationships within number and space in their everyday lives and also to develop a lifelong appreciation for the power and beauty of Mathematics.
- To ensure full coverage we follow The Curriculum Prioritisation in Primary Maths supported by NCETM mastery materials, White Rose and The Mastering Number Programme.
- Cross curricular links are made wherever possible particularly to the themes covered in The Power of Reading.
- To enrich the curriculum we have an annual Maths Week, celebrate Maths Day and foster links with British Values by creating lessons around themes such as The National Census. We also provide extra-curricular Maths clubs.

LEGISLATION AND GUIDANCE

The mathematics curriculum is delivered using the National curriculum. We use The Curriculum Prioritisation in Primary Maths supported by NCETM mastery materials, White Rose and The Mastering Number Programme. Foundation Stage follow The Mastering number programme supplemented with White Rose and related NCETM/Numberblocks support material. These are then resourced internally. Ideas for resourcing are influenced by a range of schemes such as Hamilton, Oxford Owls and NCETM.

ROLES AND RESPONSIBILITIES

- The work of the mathematics co-ordinators involves supporting colleagues in the teaching of mathematics, being informed about current developments in the subject and providing a strategic lead and direction for the subject within the school.
- A named member of the school's governing body is briefed to oversee the teaching of numeracy. This governor meets regularly with the subject leader to review progress.

ORGANISATION AND PLANNING

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- The school uses a variety of teaching and learning styles in mathematics lessons. During a mathematics lesson children may experience; mental maths starters, whole class shared/modelled skills, guided group work, practical individual/paired/group work, open ended activities and both mini and full plenaries to check and assess understanding.
- Children are encouraged throughout each lesson to practise verbalising their thoughts clearly using appropriate mathematical vocabulary.
- They have the opportunity to access a wide range of resources such as number lines, number squares, digit cards, tens frames, part part whole models and other apparatus such as Numicon, Dienes and multilink in order to support their work.
- Resources are clearly labelled and children are encouraged to access them independently.
- Working walls are used as reference to both current and prior learning and to display banks of mathematical vocabulary.
- The children and teachers use technology in mathematics lessons where it will enhance their learning and assist with modelling ideas and methods.
- Opportunities to apply mathematical learning are built into daily school routines.
- In all classes there are children of differing mathematical ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Groupings are regularly reviewed and movement occurs appropriately.
- Maths planning takes the form of weekly discussions in year groups. Medium term plans are followed and adapted according to previous learning outcomes. Short term (weekly) plans are then created. They include key vocabulary, learning objectives, previous learning experience, mental starters, main teaching and activities, reasoning and opportunities for assess. They are differentiated and highlight vulnerable groups.

White Rose One minute Maths App

Children across the school are encouraged to access this at home and school.

MONITORING ARRANGEMENTS

Marking

- Teachers mark mathematics in line with the school Marking Policy.
- Children must be given time to assess any errors and reflect on next steps of learning.

Assessment and Target Setting

- Work will be assessed in line with the Assessment Policy.
- Assessment is used to inform planning.
- CT records, focus sheets and assessments will be used to closely monitor progress.

We assess children's work in mathematics from three aspects.

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- Short term, during lessons to inform the need for additional input, daily assessments that inform next day planning.
- Medium term, assessments at the end of a topic, assessing key learning objectives, informing the planning of next units of work.
- Long Term, end of year tests in Year 2 and teacher assessment.

Moderation

- Work is moderated regularly within a year group, across year groups and with a cluster of local schools. End of KS

Review

- Monitoring of the standards of children's work and of the effectiveness of teaching in mathematics is the responsibility of the mathematics co-ordinators alongside the senior leaders and the mathematics governor.
- Mathematics is monitored in a range of ways including; book scrutinies, lesson observations, data analysis, planning scrutinies, pupil perceptions, climate walks, teacher surveys.

INCLUSION

- We aim to provide for all children to enable them to achieve as highly as possible in mathematics, according to their individual abilities.
- We will identify those who are under-achieving and take steps to improve their attainment.
- At St. Helen's School we enjoy teaching mathematics to all children, whatever their ability.
- We take into account the targets set for individual children in their one plans.
- Gifted children will be identified and challenged where appropriate.
- Children who have English as an additional language are supported appropriately.

LINKS WITH OTHER POLICIES

- Marking Policy
- Foundation Stage Policy
- Homework Policy
- Assessment Policy

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