



# **MATHS**

## **POLICY**



## Maths Policy

Date Policy was formally adopted	February 2023
Review Date	February 2026
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## Curriculum Intent

At Rodings Primary School we strive to provide an excellence led and enriching experience for our children in a safe and stimulating environment. We have a skilled workforce and a high performing culture, which provides the right support at the right time for all children and staff. We work hard on outside engagement to develop strong relationships with our parents and community

We do this through:

A COMMITMENT TO ACADEMIC EXCELLENCE

A PASSION FOR CREATIVITY

NURTURING SOCIAL INTELLIGENCE

WORKING WITH AND WITHIN OUR COMMUNITY

Rodings Primary School is committed to providing a place of academic excellence, where children's academic success is developed through a broad and deep curriculum.

We have a passion for the creative arts and aim to provide inspirational opportunities and experiences for our children. Through strong partnerships we show our commitment to developing creative individuals. .

We want all our children to be happy whilst with us. We nurture social intelligence through developing a toolkit to look after our own and each other's wellbeing. We give children responsibilities, freedoms, a voice and an opportunity to lead, whilst celebrating everything that makes us special

Our school sits in the heart of our community, and we are committed to learning about our local area, through our curriculum. We work alongside parents as a partnership. We are committed to developing meaningful links with organisations and individuals in our area.

## Maths at Rodings

Maths is the key to unlocking the future. With all the skills and knowledge the children will learn through maths at Rodings it will allow the children to be problem solvers and critical thinkers. Maths is more than just a maths lesson, it appears in all subjects.

At Rodings Primary we see Mathematics very much as a multi-discipline, cross curricular, interconnected subject which should encourage creativity. As much revolves around the discussion about Maths through oracy as it does the completion of calculations. We want the children to see Mathematics as being relevant to their world and applicable to everyday life as well as being something that they will need as they move on through their school life. At Rodings Primary we strive to equip all pupils with the skills and confidence to solve a range of problems through fluency with numbers and mathematical reasoning. As our pupils progress, we want them to have an appreciation of the beauty and power of mathematics; and to have a sense of enjoyment and curiosity about the subject. We also want the children to be able to transfer their mathematical knowledge into their everyday

lives and ultimately to the world of employment. Therefore a high-quality, inter-related and creative Maths experience should develop the children's ability to think mathematically. We want children to make rich connections across mathematical ideas to develop **fluency**, mathematical **reasoning** and competence in **solving increasingly sophisticated problems**. We want the children to become critical thinkers and demonstrate mastery when they can represent concepts or skills in multiple ways, use the correct mathematical language and can independently apply the concept to new problems in unfamiliar situations.

### National Curriculum

In the National Curriculum in 2014 the emphasis has been to ensure that all children: Become **fluent** and are able to **reason** and **explain** mathematically as well as being able to **solve problems**. This means that children need to be regularly exposed to opportunities involving increasingly complex problem solving which allows them to apply their Mathematics knowledge. In doing so they should be encouraged to develop an argument and line of enquiry which they can prove and justify using mathematical vocabulary. This includes the ability to break down problems, both routine and non-routine, into a series of steps as well as applying this knowledge to other subjects.

### Curriculum Content for Maths

The fundamental idea behind our curriculum design is to support pupils to be able to perform simple tasks so they can move on to more complex tasks. Maths at Rodings is sequenced through 'blocks' of mathematics that build and progress throughout the year and across year groups. Each block is broken down into smaller steps to allow progression as well as allowing for recapping of skills and knowledge before teaching new elements. The big idea for our maths curriculum is for children to be able to apply their knowledge with a mastery approach allowing them to tackle complex problems that are presented out of context or in an abstract manner.

### Subject Overview

Each year group has an overview of each block of mathematics. The blocks are often timetables for the same time in all year groups where appropriate allowing for progression across the whole school.

#### EYFS

Maths at Rodings in EYFS is taught through a CPA approach to develop mastery of the key elements of Maths preparing the children for mathematics in the later years. Mathematics in EYFS has been simplified in line with the new Statutory EYFS framework (September 2021) allowing children to develop a deep understanding of number and its competition. This is taught through practical problems inline with our EYFS policy. Maths is taught everyday through whole class teaching, group work and adjustments to the continuous provision.

### Feedback

In order for feedback to have the highest impact on learners, we have investigated effective strategies. They can be categorised into:

1. Immediate: The feedback is given within the lesson, during the learning.
2. Summary: The feedback is given at the end of a session or unit, for example in a plenary
3. Review: The feedback is given as a result of a review after the lesson. This will usually be at the beginning of the next lesson.

Our Feedback Policy contains a list of effective feedback strategies that are used at Rodings Primary School. The list consists of best practice from across the UK. Teachers are trusted to use a range of these strategies and to match the strategy to the needs of the class or individual pupil.

### Assessment

An array of assessment techniques are used at Rodings to establish the attainment, achievement and progress of children that attend the school. These assessments are used to clarify the teachers thoughts and observations about the children they teach and to make a judgment on the child's termly and end of year outcomes.

The assessments used in Rodings Primary School are designed to give teachers the most accurate information possible but without adding significant workload onto the school staff.

Assessments should also be used to celebrate success however big or small, furthermore, assessments should not put unfair or undue stress or pressure onto a child.

### Disadvantaged provision/considerations

At Rodings, we believe that all children should have an equal opportunity to thrive and achieve through a rounded education which enables them to reach their full potential. We use our best judgment and knowledge of who may be at a disadvantage in areas we have identified at the school. We plan and deliver our teaching and learning to provide provisions to enable disadvantaged children the equal opportunities.

### SEND/Inclusion provision

At Rodings, we believe that all children have an equal right to a full and rounded education which enables them to achieve their full potential. We use our best efforts to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four broad areas of need, as identified in the SEND Code of Practice (2015). These are: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory and/or Physical

High Quality Teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is 'additional to or different' from this, *this* is a special educational provision.

### More Able provision

At Rodings Primary School we believe in providing the best possible provision for pupils of all abilities. Children deserve an education that challenges and motivates them to achieve their

full potential and become independent learners. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement.