

St Paul's C of E Primary School

Maths Policy

1. Our vision

As a school we want to enable the children to see that maths provides a way of viewing and making sense of the world. It can be used to analyse and communicate ideas and information effectively, so to tackle a range of practical tasks, as well that as real life problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many people to the development and application of maths.

2. Teaching approach and strategies/skills

The school uses the White Rose Maths Overview for medium term planning for Year 1 and up, which links directly to the National Curriculum. The supplementary 'small steps guidance and examples' documents, that go with these overview, are to be used to support sequencing and differentiation for all classes. Lesson plans should show challenge for all groups, with SEN, lower ability, middle ability and above average activities on them. Oral starters should develop fluency of number bonds, times tables and related division facts. There should be revision of learning from the previous year through starters, modelling or plenaries, not through independent tasks for the whole class. For marking guidance in maths please refer to the Marking Policy. In EYFS we use Development Matters as a framework for our Maths curriculum. Age bands are used to target children's individual learning needs.

3. Progression

Progression of skills and subject knowledge is clear throughout the content of the Termly Overviews and in the Maths progression documents. If a teacher is not sure what a child, who is working below the rest of the class, might need to do for a particular objective or area of maths; they need to check against the Maths progression document. This will ensure that there is a progression for all children from their starting points. By the end of the Year 4 children are expected to know all of times tables and related division facts up to 12 x 12. By the end of Year 6 the children should be confident using formal written methods for all 4 number operations.

4. Timetabling

Classes from Year 1 up need to do a minimum of 4.5 hours a week over 4 or 5 discrete lessons. There should be additional links in Science and PE lessons as appropriate.

In EY the children should have a daily maths carpet session. These build up in time over the year for Nursery and Reception classes and should last from 10-20 minutes. Learning opportunities for children to apply the carpet session learning should be apparent in inside and outside learning.

5. Expectations for home learning

All children from Year 1 up should have a weekly piece of homework. This would usually be a worksheet but may consist of a practical task. The content of the homework will vary, it may be fluency based eg: learning a times table or number bond, it may be consolidation of work being done in class or an extension task to build on learning in the classroom sessions. Homework is differentiated to meet the needs of the pupils.

Parents are encouraged to provide real life maths learning into the children's everyday home life by talking about time, money and measurement on a day to day basis.