



# PARK GROVE PRIMARY ACADEMY



## Mathematics Policy

### AIMS

- To develop children's confidence and interest in mathematics.
- To develop children's fluency with numbers using a mastery approach (including number facts).
- To enable children to develop flexible and effective methods to solve problems including reasoning in a wide range of contexts and representations.
- To teach lessons which are underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge.
- To teach lessons with small steps to promote deep understanding.
- To make connections between areas of maths which will help children appreciate and enjoy the fascination of mathematics and the relationships within mathematics.

*These approaches are to provide all children with full access to the curriculum, enabling them to achieve confidence and competence – 'mastery' – in mathematics.*

### OBJECTIVES

Pupils should:

a) experience a variety of teaching styles to include:

- whole class teaching (grouped by ability)
- mixed ability teaching
- group work
- paired work or maths talk partners
- individual work

b) learn through-

- problem solving and reasoning questions
- practical activities (concrete)
- different representations (pictorial)
- consolidation and practice (independent tasks)
- discussion, building on links and patterns with prior learning
- maths games
- daily counting or times tables learning
- self and peer assessment

c) be provided with challenging work appropriate to their abilities

d) have access to a wide range of resources to include:

- practical resources to support mathematical activities (concrete resources)
- published materials including White Rose materials and Maths - No Problem textbooks and workbooks
- Chromebooks

### GENERAL CONTEXT

#### Planning

All planning is based on the framework provided in the National Curriculum 2016 and the Early Years Outcomes document. The core objectives are broken down into long term plans for each year group (covering a year, split into 3 terms). These long-term plans are then broken down by the maths

teachers into medium term plans, which will reflect the needs of a particular class. We use White Rose planning, NCETM spines and Maths No Problem textbooks to help provide a basic structure for maths planning, which is adapted and tailored to the children by the teachers. Reasoning is taught within the curriculum and we have a strong focus on basic skills and recall facts, which are practiced within maths lessons every day across Key Stage 1 and 2.

### Assessment & Recording

Teacher assessment is an integral part of teaching mathematics and is used to inform planning. Basic skills questions are used to assess children regularly against National Curriculum objectives. These assessments take place on a daily basis across all classes to ensure knowledge and skills have been retained. PUMA assessments are currently used three times a year, in accordance to the school and Ebor Academy assessment procedures. This data helps to inform planning, gaps in knowledge and presents a judgement of where the children are in relation to their current learning and year group objectives.

### Reporting

Parents are informed of children's progress in mathematics through

- informal discussions
- maths workbooks
- parents' evenings
- annual reports

### Marking/Presentation

Whenever possible work should be marked with children to facilitate useful discussion (live marking). The school's marking policy gives guidance on how to give written feedback to support children's progress. Improvement tasks are set within and after sessions through reiteration of the learning or additional tasks to promote deeper thinking.

From Year 1 number work will be in squared books.

### Cross Curricular Links

Mathematics is taught through topic work and other curriculum areas such as science where appropriate. There will be an annual maths enrichment day.

## **MONITORING & EVALUATION**

Implementation of this policy will be monitored by the Mathematics Subject Leaders.

## **LINKED POLICIES**

Marking Policy, Assessment policy, Assessment schedule

**REVISED BY: G.Mastrelli and W.Gardiner**

**DATE September 2019**

**NEXT REVIEW: September 2020**