



ABBAY MEAD
PRIMARY ACADEMY

Abbey Mead Primary Academy
Maths Policy Document

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<u>Approved by:</u>	Emma Tuffey
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Context

Mathematics is a tool for everyday life. It is a whole network of concepts and relationships which provide a way of viewing and making sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real-life problems. It also provides the materials and means for creating new imaginative worlds to explore.

Intent

A positive attitude towards mathematics and an awareness of the fascination of mathematics;
Competence and confidence in mathematical knowledge, concepts and skills;
An ability to solve problems, to reason, to think logically and to work systematically and accurately;
Initiative and an ability to work both independently and in cooperation with others;
An ability to communicate mathematics;
An ability to use and apply mathematics across the curriculum and in real life; An understanding of mathematics through a process of enquiry and experiment.

Planning and delivery

At Abbey Mead, lessons involve all classes following the White Rose scheme of work which is a whole-school primary maths programme which follows the national curriculum; staff will follow the 'small steps guide'. It focuses on core topics to help build a deep, conceptual understanding that allows for progression over time. Planning is enhanced by teachers through resources suggested by Maths leadership team. Questions are carefully crafted to develop children's fluency, reasoning, problem-solving skills and a conceptual understanding following a mastery approach. Teachers will use their individual cohort overview statements to identify gaps and to inform their planning to ensure pupil progress. Planning will be shared across each year group. In all classes, children have a wide range of skills and knowledge; we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the attainment of the child.

Teaching and Learning

Teaching in maths should develop pupil's understanding of important concepts, techniques and recall of facts, enabling most children to work independently. Opportunities are provided for problem solving in different contexts, discussion and investigations. These should make links to other areas of study, real life, books and the outdoor environment. This ensures that teaching is done using an appropriate range of resources and teaching strategies.

Assessment and feedback

Marking should be in line with the school's *Marking and Feedback Policy*. Children are given time to respond to marking and feedback in order to address any misconceptions and deepen their understanding. This reflective process is an integral part in the teaching and learning cycle and is positively encouraged. Assessment will be ongoing throughout the school year. Staff will use the end of year statements to assess half termly and additional support or challenge will be identified early by class teachers and the SLT.

Resources

The New Curriculum Framework is our main planning and teaching resource, learning objectives for teaching in the daily maths lesson will be from this. In order to support the delivery of maths lessons to all pupils, the school has a large range of resources available. Within each classroom there should be maths resources available to

children at all times, these include basic resources such as number lines, 100 squares, rulers, counters, numicon, etc. dependant on key stage level. Other specific resources (e.g. balance scales, meter rulers) are stored in our maths resource room. Here equipment is freely available for teachers to borrow as the lesson requires.

Monitoring

Monitoring of the standards of children's work and the quality of teaching in Maths is the responsibility of the subject leaders. The work of these subject coordinators also involves supporting colleagues in their planning and teaching of lessons as well as being informed about current developments in the subject. The subject coordinators give the principal and senior leadership team feedback, evaluating the strengths and areas of improvement in the subject, and indicating how to achieve improvement. Time is allocated in which to review samples of children's work and to undertake lesson observations of Maths teaching across the school. Teachers also take part in cross trust standardisation to ensure judgements made are accurate.

Equalities

All children at Abbey Mead have an equal entitlement to access the new Maths curriculum and make progress in order to attain the best they can in the subject.

Homework

Homework will be distributed at least weekly and will focus on basic skills learning and reinforcing lessons taught in maths during the week.

Roles and Responsibilities

Leadership in maths focuses on raising attainment and improving the provision in the subject. Through links to other areas of the curriculum the subject engages pupils and staff so that learning develops and improves.

1. Subject Leader:

- Supports teachers in their planning and teaching;
- Lead by example in the way they teach in their own classroom;
- Prepare, organise and lead INSET, with the support of the Principle;
- Monitor different aspects of maths teaching and learning feeding back to SLT and staff on findings and future actions.
- Attend INSET provided
- Be available to discuss with the head teacher, class teachers and parents about the progress of maths in the school.

2. Class Teachers:

- To deliver a Daily Maths lesson to their pupils which is engaging and motivating, is informed by the Maths Framework (2014) and is accessible to all children.

3. Pupils:

- To develop their skills, understanding and attainment in Maths through engagement with the lesson, behaviour conducive to learning, independent work and thought and confidence to challenge or ask for help.

4. Parents / Carers:

- To support their children's learning in maths by taking an interest in their child's progress, encouraging the children to complete maths homework and having a good relationship with the class teacher so that queries and problems regarding maths can be dealt with easily.