

Maths Policy

Ledbury Primary School



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1. Aims

1.1 Intent

At Ledbury, we offer a rich and vibrant curriculum which is ambitious for all learners. Through our curriculum, we develop the essential knowledge, skills and understanding which are the building blocks for later life. Our curriculum encompasses not only the formal requirements of the National Curriculum, but goes beyond the experiences of the classroom to ensure that our children are exposed to the richest and most varied opportunities that we can provide. Our aim is to enrich every child's school experience by creating an environment where they are encouraged to succeed and be the best they can be. At Ledbury, cultural capital prepares children with the essential knowledge and skills for their future. The exploration of new skills and experiences help to nurture resilience, curiosity and creativity. The curriculum is further enhanced by our commitment to Values Education (including British Values) and, through this, alongside our spiritual, moral, social and cultural development, we provide learning experiences which promote confident, self-disciplined pupils, eager for lifelong learning.

1.2 Aims of teaching maths at Ledbury:

Mathematics is a powerful means of communication and teaches us how to make sense of the world around us through developing our ability to calculate, to reason and to solve problems. It is a *key skill* used daily within school and a *life skill* used through everyone's day to day experiences. Our aim is for children to be inspired to reach their academic potential. In maths this requires a curriculum to be taught which is fully inclusive of all children.

All our children should have the confidence to use their mathematical knowledge and understanding with fluency and accuracy. In teaching mathematics we need to ensure that all children develop the ability to think logically and clearly, and are able to communicate this using mathematical language.

We also aim to engender a fascination and enthusiasm with the subject through practical activity, exploration and discussion.

Appreciating mathematical principles expressed in art, literature, music and the way things work adds another dimension to interpreting the world in which we live. Mathematics has a fascination of its own for some people. The discovery of the infinite range of maths gives pleasure to many children and adults.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational target
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- keep up to date with new initiatives;
- monitor pupil progress in that subject area, particularly at the end of each key stage;
- provide efficient resource management for the subject.

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that

progression is planned for. The subject leader carries out book trawls, questionnaires, learning walks/ lesson observations to ensure that the children are achieving their full potential at each key stage and that attainment is as expected.

4. Organisation and planning

4.1 Implementation

Mathematics is a core subject in the National Curriculum and we use it as the basis for implementing the statutory requirements of the study of mathematics. These are used alongside the Early Years Foundation Stage (EYFS), Development Stages and the White Rose scheme of work.

Staff are expected to follow the school's agreed progression in written calculations and be consistent in the methods agreed.

The attainment targets set out the expected standards of pupils' performance. The main areas of learning:

- Number and Place Value
- Addition, Subtraction, Multiplication and Division
- Fractions and Decimals
- Measurement
- Geometry
- Statistics, Ratio and Proportion
- Algebra

We carry out planning in mathematics in line with the National Curriculum. Our plans are written daily after evaluation of that day's lesson and assessment of the progress of pupils. Teachers have planning and assessment books which are available for scrutiny.

Planning, where possible, should involve real life contexts for maths, where children are problem solving with a purpose in mind.

We have adopted a 'Mastery' approach to teaching maths.

- Teachers reinforce an expectation that all pupils are capable of achieving high standards in mathematics.
- The large majority of pupils progress through the curriculum content at the same pace.
- Differentiation is achieved by emphasising deep knowledge and through individual support and intervention.
- Lessons are planned and resources are used to foster deep conceptual and procedural knowledge.
- Practice and consolidation play a central role.
- Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts in tandem.
- Teachers use precise questioning in class to test conceptual and procedural knowledge, and assess pupils regularly to identify those requiring intervention so that all pupils keep up.
- The intention of these approaches is to provide all children with full access to the curriculum, enabling them to achieve confidence and competence – 'mastery' – in mathematics, rather than many failing to develop the maths skills they need for the future.

Work is marked in accordance with the school's marking policy. See Marking Policy for further details.

The school aims to provide a mathematically stimulating environment:

- through Maths Working Walls that promote mathematical thinking and discussion.
- by providing a good range of resources for teacher and pupil use.
- by ensuring that children are aware of where these resources are and have ready access to them.

In every classroom, resources such as number lines, place value charts, base 10 apparatus and multiplication squares are displayed as appropriate and used as resources for whole class or individual work.

We recognise that parents make a significant difference to children's progress in maths and encourage this partnership.

4.2 Values

At Ledbury our curriculum is underpinned by the values that we hold dear, including British Values. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we encourage co-operation and understanding between all members of our community, promoting community cohesion.
- We value the rights enjoyed by each person in our society. We respect each child in our school for their individuality, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment and encourage sustainability. We aim, through our curriculum, to teach respect for our world; how we should care for it for future generations, as well as our own.

4.3 Extra-curricular Activities

At Ledbury, we are committed to developing the whole child. We extend the curriculum by offering extra-curricular activities, including: maths club and maths booster groups.

4.4 Early Years Foundation Stage

The curriculum taught in the Nursery and Reception classes meets the requirements set out in the National Curriculum at Early Years Foundation Stage.

4.5 Contribution to other subjects and areas

Maths is a fundamental part of human thought and logic, and is integral to attempts at understanding the world and ourselves. Maths provides an effective way of building mental discipline and encourages logical reasoning and mental rigour. In addition, mathematical knowledge plays a crucial role in understanding the contents of other school subjects such as science, geography, history, and art.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds

- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy.

6. Assessment

Continuous assessment for learning combined with an end of unit recorded task supports our final professional judgement.

7. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through liaising with subject leaders, monitoring subject action plans and planning, carrying out learning walks and discussions with children.

Subject leaders monitor the way their subject is taught throughout the school by carrying out learning walks/observations, scrutinising planning and books and discussions with children.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the subject leaders responsible for maths. At every review, the policy will be shared with the full governing board

8. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- Marking policy
- SEND policy
- Times Tables policy
- Basic Skills policy
- Pupil premium
- Equality information and objectives