Oxford Grove Primary School
Mathematics Policy Statement
September 2023

Justification.

At Oxford Grove we encourage every child to have: *'Pride in Our School-Pride in Ourselves-Pride in Each Other'*. In order to fulfil this 'mission' we strive to build foundations to enable every child to become numerate, preparing them with the long-term knowledge and skills for adult life. The Mathematics teaching we provide should allow all children to fulfil their potential while giving them the knowledge to understand and use Mathematics in all its aspects. Developing and increasing pupils' recall of core mathematical knowledge and skills is core to our curriculum. The National Curriculum for Mathematics (2014) and the Framework for the Early Years Foundation Stage (2021) aim to ensure that all pupils become fluent in the fundamentals of mathematics, accurately recalling facts, methods and strategies from their long-term memory to calculate, solve problems, and reason. This policy will underpin our work to ensure that all pupils are confident in each of the areas of mathematics: Number and Place Value; Addition and Subtraction; Multiplication and Division; Fractions; Measurement; Geometry; Statistics and Algebra. It will ensure high standards are achieved, that mathematics is taught well and pupils make good progress at every stage.

Intent

1. To create a purposeful and positive learning environment that promotes and develops children's enjoyment and enthusiasm for maths through a growing self-confidence in their ability borne out of the success they experience.

2. To ensure that the statutory requirements of the National Curriculum for Mathematics and the Framework for the Early Years Foundation Stage are taught well and applied across all subjects of the curriculum to ensure pupils achieve the year group end points and are well prepared for the next stage in their education.

3.To ensure that the school's curriculum frameworks and planning guidance for mathematics are carefully sequenced to link declarative, procedural and conditional knowledge to enable all our pupils to systematically acquire core mathematical facts, concepts, methods and strategies.

4. To ensure that from the EYFS onwards, pupils are confident in their knowledge and understanding of number, the number system and calculation proficiency and that they build upon their prior learning at every stage.

5. To develop pupils' proficiency in automatic recall of core declarative knowledge such as number bonds and multiplication facts to underpin their learning of efficient written calculation methods.

6. To provide an environment in which all children feel able to explain their strategies, and talk about their mathematics, sharing their ideas with others.

7. To help pupils to become proficient mathematicians by developing their long-term, accurate recall and of the core declarative and procedural knowledge they need in order to learn strategies for solving problems.

8. To ensure all cross curricular maths links within other subjects outside of mathematics lessons are meaningful opportunities to develop age appropriate mathematical knowledge and skills within all curriculum areas for all year groups.

9. To encourage children to use their increasing knowledge, skills and understanding of mathematics to investigate, ask questions and solve challenging and complex problems.

10. To bring mathematics to life and make it real, to ensure that children understand the importance of maths in their everyday day lives.

11. To make certain that all children, particularly those with special needs or disability and children who have English as a second language, are well supported. To ensure support and adaptations enable all children to reach their full potential and achieve the highest possible personal standard, ensuring that each child receives maximum equal learning opportunities, regardless of gender, creed, culture, ethnic background or disability.

12. To provide a diverse and inclusive curriculum which caters for the needs of all children, including those with Special educational needs, English as an additional language and our most able.

IMPLEMENTATION.

1. A range of teaching and learning strategies will be used in all mathematics lessons to capture pupils' interest and to promote effective learning and progress.

2. Teachers will use the school's curriculum frameworks and planning guidance for mathematics, supported by a range of teaching and learning resources and appropriate adaptations, to develop the long-term knowledge, skills and understanding of every child, ensuring that all pupils, including those with SEND, achieve high standards for their ability and make appropriate progress towards year group end points.

3. Teachers will base lesson planning on a curriculum overview for each year group, in line with the National Curriculum 2014 Programmes of Study for Mathematics and the Framework for the Early Years Foundation Stage, ensuring maximum coverage is achieved.

4. Teachers will regularly revisit, recap and remember (RRR) key areas of fundamental areas of learning to ensure that children have the opportunity to rehearse and practise key concepts so that they are confident and secure in their long-term recall of core year group knowledge.

5. Teachers will annotate their weekly plans noting down children who have achieved or exceeded expectations. Planning will show support given by the teacher and any TA support, in addition to the provision for targeted children.

6. School will maintain links with parents/carers, informing them of the Curriculum their child will be taught each year through the year group curriculum overviews published on the school website and available from the school. In addition the school will keep parents/carers informed of the school's approach to the teaching of Maths through inviting parents to Maths workshops in which they can sit alongside their child in maths lessons.

7. School will ensure parents/carers share the process of setting targets for their children through Parent/carer Conferences. Parent/carers will be informed of their child's progress towards their targets at these meetings, and in the Annual Report to Parents, at the end of the summer term.

8. Children will be encouraged to; ask questions, solve problems, discover new information, apply and consolidate their knowledge, skills and understanding through first-hand experience, investigations and practical work.

9. Teachers will make use of the immediate and wider environment to help pupils apply mathematics and see the relevance of mathematics to their own lives and across the full range of subjects. They will set challenging work, tasks and problems to increase children's' knowledge, skills and understanding and to extend their thinking.

10. Mathematical displays and resources will support understanding of key concepts using models and images and promote and stimulate mathematical thinking.

11. Teachers will assess children's work in mathematics through formative and summative judgements by; asking questions, monitoring learners during lessons, observing pupils solving practical problems and listening to pupils' discussions. All written work will be marked regularly and pupils will be given appropriate, clear feedback which tells them how well they have done and what they need to do next to improve.

12. Children will assess their own work daily and that of their peers regularly during Mathematics sessions.

13. Teachers will formally assess children in line with the school's Assessment, Record-keeping & Reporting policy. These termly results will be used to identify under attaining children and inform future decisions on targeting additional support.

14. The mathematics subject leader will support the teaching and learning of mathematics by providing strategic leadership and direction for mathematics. This will be achieved by monitoring progress and standards across the school; reviewing and revising the mathematics policy; monitoring and supporting teachers in the teaching of mathematics; updating staff on new developments in mathematics, including findings from Ofsted subject reviews; monitoring the effectiveness of the planning and development of mathematics; monitoring the effective and appropriate use of resources and obtaining new resources; analysing of end of year assessment data in order to identify current strengths and weaknesses within the subject and to plan whole school improvements in Mathematics teaching.

IMPACT

This policy will ensure that all pupils, including those with Special Educational Needs, will:

-become fluent and competent in the fundamentals of mathematics, including the long-term recall of key knowledge they need for place value and calculation strategies enabling them to have varied and regular practice of increasingly complex problems over time.

-be enabled to reason mathematically by following a line of enquiry, understanding relationships and generalisations, and developing an argument, justification or proof using mathematical language.

-be enabled to solve problems by applying their mathematics with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

-become increasingly confident mathematicians as they progress through the school.

This policy should be read in conjunction with other key policies including; Teaching and Learning, Special Education Needs and Disability, Single Equality, Deployment of Teaching Assistants, Assessment, Record-keeping & Reporting and Marking.

Review.

This document will be reviewed annually by the Subject Leader, staff and Governing Board.

Mrs M. Day
To be reviewed September 2024