



ST. ANNE'S C.E.(VC) PRIMARY SCHOOL



MATHEMATICS POLICY

'Together with God, Making Learning a Life Long Friend'

INTENT

Our intention is that pupils: become fluent in the basics of mathematics; reason mathematically; and can solve problems by applying their mathematics.

The programmes of study are organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practise, before moving on.

IMPLEMENTAION

The design of our curriculum is developing through experience - we were following one scheme throughout the school but felt that this did not offer the depth of curriculum (especially in the early stages) to ensure that pupils were mastering the curriculum objectives.

Early Years - As the class is part of the Foundation Stage of the National Curriculum, we relate the mathematical aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. We give all the children ample opportunity to develop their understanding of number, measurement, pattern, shape and space, through varied activities that allow them to enjoy, explore, practise and talk confidently about mathematics.

Following the Maths Co-ordinator's experience in the Training Research Group for Mastery, we have opted to follow the Maths - No Problem! Primary scheme (assessed by the DFE's expert panel as meeting the core criteria to support teaching for mastery) in Years 1 to 3. This programme of work introduces a concept with 'concrete' materials before representing it by pictures and then by abstract notation. These learning theories are the basis of the Concrete Pictorial Abstract approach which we continue to use throughout the school.

Years 4 to 6 use the Abacus scheme to provide age-appropriate fluency tasks for our pupils supplemented by the White Rose Maths Hub scheme materials to ensure deeper understanding, NRICH to support problem solving and NCETM materials to assess for mastery. We are

continuing to assess the impact of using Maths - No Problem! and will be deciding whether to invest in this or other mastery textbooks (such as Power Maths) with these three year groups.

IMPACT

Summative assessment takes place at the end of each term and children's progress and attainment is discussed with the head teacher in pupil progress meetings, where intervention strategies are considered if necessary. Formative assessment takes place on a daily basis and teachers adjust planning accordingly to meet the needs of their class. The teaching of mathematics is monitored frequently by leaders through lesson observations, learning walks, book scrutinies and pupil interviews.