

Sunnyfields Primary School



Strong Roots, Bright Futures

Maths Policy

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Introduction

At Sunnyfields Primary School, we aim to provide the best possible education for each child. Maths is taught as part of a broad and balanced curriculum, which will enable each child to develop confidently and achieve to the best of their ability.

Aims and objectives

The New Maths Curriculum is broadly broken down into **Arithmetic**, **Problem Solving** and **Reasoning** and aims to ensure that all pupils:

- Become fluent in the fundamentals of **Arithmetic**, including varied and frequent practice with increasingly complex methods over time, so that pupils develop understanding and the ability to recall and apply maths facts.
- Can **solve problems** by applying their maths knowledge to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.
- **Reason** mathematically by following a line of enquiry and developing an argument, justification or proof using mathematical language.

Sunnyfields Maths Curriculum

At Sunnyfields, we have developed a bespoke Maths curriculum to meet the needs of our pupils. Using a combination of White Rose Maths, the Sunnyfields Calculation Policy and teacher formative assessment and planning, we adapt and differentiate our teaching to ensure that all pupils are able to make progress in Maths. We also adapt our curriculum to meet the needs of pupils in mixed age classes to ensure that all children are accessing the EYFS and National Curriculum.

Each class at Sunnyfields follows an individual long-term plan including both mixed age and single year plans that have been set out by White Rose Maths and ensure National Curriculum coverage over the course of the academic year. Each unit has been further broken down into small steps so that pupils are able to learn new skills in more focused steps and build on previous knowledge. This will ensure knowledge and skills are embedded and retained as new learning takes place.

When teaching Maths, we provide opportunities for: individual work, paired work and group work when appropriate. Pupils are involved in a wide variety of mathematical activities. We ensure that there are opportunities for pupils to answer questions using concrete objects (manipulatives), diagrams, pictures and abstract representations. Maths ties into many subjects and children are given

opportunities to apply and use Maths in real contexts across the curriculum in other subjects; eg. History, Science.

Inclusion

Maths forms part of the school curriculum policy to provide a broad and balanced curriculum to all children. Through our maths teaching we provide learning opportunities that enable all pupils to make progress. We do this by ensuring the activities are differentiated but challenging for each child. Marking and assessments help us to consider each child's attainment and progress and to plan future lessons appropriately.

Early years foundation stage

The EYFS team use ages and stages from the framework 'Development matters' which breaks maths into 3 areas: numbers, shapes, space and measure. They also use the White Rose Maths Early Years scheme of learning to support the planning of their curriculum. At the end of Foundation Stage 2 the EYFS staff will give an assessment of emerging, expected or exceeding for the early learning goal for each child. The EYFS team use the assessment tool '2 simple' to carry out observations of the children to support their judgements.

We teach math in our Foundation Stage Unit to provide children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures. They are given opportunities to explore in a variety of practical activities, using both the indoor and outdoor areas.

Key Stage One

In Key Stage One, we build on the pupils strong grounding in number and support children to develop this. Class teachers follow White Rose Schemes of Learning and are broken into small, focused steps to support acquisition of knowledge and skills and ensure the National Curriculum for Key Stage One is taught fully. White Rose resources are used but also, teachers can use other resources to deepen the knowledge further. Opportunities for children to access a broad variety of manipulatives and concrete objects are created and children begin to record their maths work in exercise books with support from pictorial and abstract representations. Continuous provision is also used to allow children to practise and apply skills independently.

Lower Key Stage Two

In Lower Key Stage Two, children continue to learn new skills in small steps. They look to understand and use arithmetic skills with 3 and 4-digit numbers. Children will continue to use concrete, pictorial and abstract representations, recording their maths work in squared books. The use of manipulatives is a priority when teaching new content and is also made accessible for children to use during session. We aim to ensure pupils in year 3 and 4 become secure in using the formal written methods for calculation that are stated in the

Sunnyfields Calculation Policy with manipulatives alongside the formal written methods. Testbase is used to provide additional challenge to pupils and allow them to deepen their knowledge. We also aim to ensure that all pupils are fluent in their recall of times tables facts by the end of year 4.

Upper Key Stage Two

In Upper Key Stage Two, we aim for children to have deep and secure knowledge of formal methods of calculation, along with addition, subtraction, multiplication and division facts to support their arithmetic skills with numbers over 4 digits. Children use Learning By Questions as a resource to support their understanding, fluency, reasoning and problem solving skills. Question sets are created in line with White Rose Maths and pupils use electronic devices, alongside their exercise books, to record their maths work.

Assessment and record keeping

Assessment is an integral part of the teaching and learning and is a continuous process. Progress made in class and tests are recorded in maths assessment folders. It is the responsibility of the class teacher to assess all pupils in their class.

- In the Early Years Foundation Stage, assessments and observations of the children's skills and understanding are made. The children are assessed against the early learning goals at the end of Foundation Stage 2.
- In Key Stage 1 and 2, the children are assessed on their maths skills against the Sunnyfields Maths Assessment Sheets. This gives teachers specific maths objectives which are age appropriate. The teachers update these records at the end of every teaching block and these are used to support teachers with their judgements and point out areas which the children need more support.
- Year 2 have statutory testing at the end of the year these outcomes inform a final teacher judgement and are reported to the LEA and to parents.
- In Year 6, the children complete statutory tests for maths. These outcomes are reported to the LEA, to parents and to their secondary schools.

Role of the Subject Co-ordinator

The role of the subject co-ordinator is to oversee the implementation and delivery of the maths curriculum and to ensure there is consistency and progression from year group to year group. They should offer expertise and guidance to other staff members. Where appropriate they will lead staff meetings on maths or offer advice on in-service training which will be in-line with the School Improvement Plan. The co-ordinator is also responsible for the requisition of resources required for the teaching of maths. This will be within the confines of the annual school budget.

Low Stakes Testing

Alongside the quality first teaching of Maths, teachers across school use low stakes testing to support the retention of knowledge and skills. At Sunnyfields, we have developed the Maths Musts 5in5. Maths Musts are a set of basic skills within each area of maths for a year group that pupils are expected to know as a minimum. Teachers use these Maths Musts to plan daily 5in5 tasks which involves answering 5 questions in 5 minutes. In FS2 and Year 1, teachers complete a daily set of 5 mixed maths questions as a whole class activity. From Year 2 upwards, pupils complete activities in their books independently.

Daily tasks are organised into specific areas of maths:

1. Number & Place Value
2. Addition, Subtraction, Multiplication and Division
3. Fractions, Decimals (KS2) and Percentages (UKS2)
4. Shape and Space
5. Measure. Teachers will plan these to suit the needs of their own class and specific pupils. However, all 5in5 tasks should take place daily, use similar questions weekly and be modelled clearly to support long term retention.

Role of the teacher

The class teacher is responsible for planning and delivering the maths curriculum for the children within their class, liaising with their year group leader and co-ordinator when necessary. Teachers will ensure progression in the acquisition of maths skills with due regard to the national curriculum and our school's calculation policy. Teachers will continue to develop and update their skills, knowledge and understanding of maths through appropriate CPD training. Throughout each year, it is the class teacher's responsibility to inform parents of pupil's progress, achievements and attainment in maths through verbal feedback, at parent's evenings and in the annual report at the end of the year. It is also the teacher's responsibility to carry out pupil assessments and keep record of their progress using the Sunnyfields Maths Assessment Sheets.

Role of Support Staff

Support staff will work with small groups of children or individuals needing assistance to promote and enhance their learning as directed by the class teacher. Teaching assistants will liaise closely with the teacher to monitor the children's progress and will make notes and observation records as necessary. The support staff will have access to and follow daily plans and intervention plans, which outline the delivery of the curriculum for groups and individuals.

Parental and Community Involvement

Parents have a vital role to play and the school seeks to work in partnership with parents. Parents are encouraged to make sure maths homework is completed (homework tasks should be completed by the children as they are linked to the previous week's learning). The calculation policy is also easily accessible to parents through the school's website which gives a step by step guide on methods used to solve calculations in each year group.

Cross- Curricular

As well as teaching specific maths skills, the children need to understand how these relate to real life situations to make them meaningful. We offer opportunities for the children to use the maths skills in different contexts across the primary curriculum. We also aim to teach children about the importance of economic well-being, through a variety of different tasks and activities.

Computing

Children will use computing programmes and websites to reinforce and develop their mathematical understanding. They will also use their maths skills when working with databases and spreadsheets. When teachers see fit, homework activities may be set online. Children in Foundation Stage 2 up to Year 4 have access to Numbots which supports the learning of number bonds and addition and subtraction facts. Children in Year 2 and above have access to Times Table Rockstars which supports children in learning their times tables.

Classrooms and Resources

The classrooms should be organised appropriately to ensure the environment is stimulating and promotes maths. Displays should be used to support mathematical concepts and reinforce teaching points. Resources should be kept orderly so that the children can access them independently. The school has a large range of manipulatives and practical resources. Most mathematics resources are stored in the maths resource cupboard.

Homework

Homework is used to support Maths. This is set on a weekly basis in Key Stage 1 and Key Stage 2. Homework tasks are set on the previous weeks learning to deepen and reinforce the learning carried out in school and help to build their fluency and understanding.

Monitoring

The implementation of this policy will be monitored by the Headteacher, SLT, maths co-ordinator and governing body.

Evaluation and Review

The maths policy of the school is regularly evaluated and updated in line with the School Improvement Plan.