



Emmanuel Holcombe C of E Primary

Maths policy

Vision Statement

Jesus came to give us life in all its fullness. Our vision is that through faith, family and friendship, each of us can grow in love and learning, being tolerant, having resilience and developing enquiring minds, so that we can all experience the abundance Jesus came to give us.

Mission statement

In our small, friendly school, everyone respects and cares for one another
In our community, church, home and school we work together to grown in faith and friendship
In our learning we encourage each individual to reach their potential to grow through skills, knowledge and understanding

Intent

- To prepare our children for life with a deep, long term, secure and adaptable understanding of mathematics.
- To enable our children to reason logically and make connections in readiness for the 'real world'.

Implementation

The Emmanuel Holcombe curriculum is shaped by the school vision to enable all children, regardless of background, ability or additional needs to flourish and live life to the full. Our Maths curriculum has been designed in line with the National Curriculum (2014), to produce clear skills and knowledge progression. At Emmanuel Holcombe we believe that:

- All children can learn and enjoy Maths.
- Maths should be taught in an imaginative, purposeful, well managed, safe and enjoyable way.
- Teachers should give clear and accurate instructions and use skilful questioning.
- Links should be made with other subjects.
- They should be given opportunities to use and apply their mathematical knowledge.
- Teaching should occur both in and outdoors.
- The children should be taught using a range of concrete and abstract resources as well as mental and written strategies.

Our Maths curriculum is organised into two strands: Maths Fluency is taught discreetly from core Maths lessons. Our EYFS and KS1 Fluency sessions follow the Teaching for Mastery approach and KS2 follows a progressive fluency structure using White Rose and Mathsbot.

The core teaching of maths will be carried out following the Power Maths scheme of work. Maths sessions will be taught every day and these will be taught to each year group separately. Each class will have a maths display in their classroom, this will allow the children to be immersed in the language as often as possible. This display will be built upon and added to with the new strategies and facts the children are learning. Links should be made between mathematics and other subjects wherever appropriate and references to the world around us should be made where possible.

Impact

Our Maths curriculum will ensure all pupils develop key knowledge and practical skills, as set out by the national curriculum:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- can solve problems by applying their mathematics 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.

Teaching and Learning

Mathematical skills and knowledge are taught to children through a carefully planned programme. Teachers follow the units from Mastery for Maths, White Rose and the 'Power Maths' syllabus and use a range of concrete, abstract and pictorial resources to support learning.

Assessment

Within the EYFS assessment is formative and is collected by reviewing evidence gathered from continuous provision and the completion of challenges or activities led by an adult. The teacher then makes a holistic judgement of the child against the ELGs.

In Key Stage 1 and Key Stage 2 the teacher will carry out formative assessment daily. This information will be used to inform further lesson planning and any relevant interventions. Children complete 'End of Unit Checks' on Seesaw at the end of each unit. Children verbalise and record their mathematical reasoning onto Seesaw, allowing staff to understand why they have answered a question a certain way. Twice yearly, the children will complete an NFER assessment. The results of this assessment alongside teacher assessment will be used to identify the level the children are working at. This information will then be inputted into Target Tracker.

Planning and Resources

Planning lessons and preparing resources for Maths lessons is the responsibility of the class teacher. Class teachers are required to follow the Power Maths syllabus and Fluency resources. Resources for maths are kept in the maths resource area.

Organisation

At Emmanuel Holcombe, Maths teaching is taught in units that has split what the children will learn into small steps. Lessons will be taught daily and will follow the lesson structure identified in the Power Maths planning. Work should be completed in the children's Power Maths Practice Books with Maths Journals used for any consolidation or extension activities.

Equal Opportunities

The Maths curriculum adheres to the Emmanuel Holcombe Equal Opportunities Policy. The Maths curriculum takes into account issues of difference: gender, race and ethnicity, and class.

Inclusion

Maths is taught in an inclusive way, which values and respects everyone's differences.

Role of the Subject Leader

- To continually develop specialist knowledge and stay up to date with current teaching practices.
- Two lead teachers to attend the NW1 Maths Hub Teacher Research Groups to ensure teaching staff are continually refining and improving their teaching.
- Order and maintain Maths resources as needed.
- To ensure the Power Maths units are being covered.
- To check class timetables and long-term planning, to ensure Mathematics is being taught regularly and appropriately.
- To complete work scrutinies, learning walks and facilitate pupil voice opportunities, to monitor the effectiveness of Maths teaching. Complete evidence scrutiny to ensure all objectives are being covered.
- To complete Maths 'drop ins' to monitor the impact and quality of Maths teaching.
- To liaise with the Maths link governor.
- To check that class working walls reflect the unit being covered and are kept to a high standard.
- To liaise with other Maths leads in other primary schools to share ideas and seek external moderation.
- Ensure staff display a positive and enthusiastic approach to the teaching of Maths in school.
- To ensure our school mission and vision statements permeate everything we do.
- Review the Maths policy and curriculum progression document annually and inform staff of any changes.
- To support staff if needed.

Parents

Parents are encouraged to be a part of their child's Maths education. Maths information are offered to explain our calculation policies. Work will be shared at parent's evenings and achievements celebrated in celebration

assemblies. Experiences will be shared and celebrated via seesaw and twitter. Parents and carers are invited and encouraged to attend all of these assemblies and theme weeks throughout a child's time at Emmanuel Holcombe.