



α. Achieve. Succeed. In our hands we hold the future.

Mathematics Policy

What is this policy for?

At Hutton CE Primary School we believe mathematics should allow children to make links and connections between known and learnt knowledge. Children will learn to identify patterns in number, shape, data and measures and will learn to express and explain what they have noticed with accuracy, using visual mathematical models and increasingly precise mathematical vocabulary.

Children will learn to understand increasingly efficient methods of calculation. Through a combination of learning in a resource-rich environment and having opportunities to discuss and question these methods at the point of learning, learners will be able to select these methods to solve a variety of problems and puzzles.

Mathematics contains many abstract concepts and the teaching of maths at Hutton Primary allows children to recognise and understand these concepts in order to help the children visualise their mathematics. Children use concrete objects and resources, symbols, visual representations and models to help understand and, in turn, explain their learning to others. This approach makes mathematics more accessible and meaningful for the children.

When is Mathematics taught and learned?

Each class will have a daily maths lesson supplemented by a daily mental maths session. The daily maths lessons are expected to last between 45 minutes and 1 hour with the mental maths sessions lasting approximately 15 - 25 minutes.

How is Mathematics taught and learned?

At Hutton CE Primary School we follow a mastery maths curriculum based on the White Rose Scheme of Work, which follows a spiral curriculum building on the skills taught year on year. Objectives are taught in small steps using whole class teaching. Lessons have a flexible approach to ensure pitch and pace suits the children. Children are taught in class groups and differentiation is achieved by level of challenges available to the children. In EYFS the children work in small and large groups for short periods of time depending on the focus of the week. Maths activities are accessible at all times during child initiated learning.

We believe the use of concrete resources and pictorial & visual representations are crucial in the teaching of mathematics. Maths is an abstract subject with concepts of number and shape that are difficult for children to grasp if not taught well. At Hutton CE Primary, concrete resources such as Dienes Cubes (Base 10) and Numicon, are used across the school, in order to help children make links and understand number. Part-Part-Whole Mats, tens frames and Place Value Counters are used to help children understand the concepts behind calculation procedures and, crucially, every opportunity to question, discuss and evaluate is taken in order to increase children's ownership and understanding of abstract methods of addition, subtraction, multiplication and division. A variety of visual representations and models are also used to help children to decipher problem solving activities, this approach starts in Early Years and is replicated throughout the



α. Achieve. Succeed. In our hands we hold the future.

school and into Upper Key Stage 2. Regular Number Sense Maths lessons in Year 1, 2 and 3 and the online apps TTRockstars and Numbots are used to improve fluency. ISEE Maths and NCETM mastery questions are used alongside other high quality resources such as NRICH to provide children with the opportunity to deepen their answers and explore mathematical problems.

What do we learn in Mathematics?

The lifelong skills taught in mathematics are set and applied in real life contexts, enabling children to build a bank of skills that they can use accurately and independently in their future lives. Calculation methods, the use of money, measuring and the telling of time are all content, taught across the year groups, which will enable children to interact and contribute to community life.

How do we measure success in Mathematics?

A child's progress in mathematics is continually assessed by the class teacher, with a formal assessment at the end of each term. Teachers use our Believe, Achieve, Succeed system (BASS) with termly summative and fortnightly formative assessments to inform planning for learning and next steps. At the end of each Key Stage children sit standardised assessments set by the DfE (SAT's). These tests assess whether a child is working at, above or below the age expected level. In Key Stage 1 the tests are marked internally and the results help inform the class teachers' own assessments. In Key Stage 2 the papers are marked externally; it is the results of these tests that are published to parents and the general public.

Each child's termly attainment and progress in mathematics is recorded on the school's tracking system to inform teacher planning.

At Hutton CE Primary School, we moderate children's work in mathematics internally and externally. Over a course of an academic year every year group in Key Stage 1 & 2 is moderated at least once with other schools in the Kaleidoscope Multi Academy Trust.

Parents are informed on a regular basis of their child's progress and attainment. Parents' consultations take place in the Autumn and Summer Terms and reports are sent home in the Spring Term. During parents' consultations and in the reports it will be made clear to parents whether their child is working at, above or below age expectations. At the end of Key Stage 1 & 2 parents are informed of their child's statutory test results.

All children's progress and attainment in mathematics is monitored by the Headteacher and subject leaders on a termly basis during pupil progress meetings.

Resources

The school has a good range of resources which are stored centrally where everyone can access them. Some resources that are needed daily are kept in classrooms.

Safety & Risk

Hutton CE Primary promotes a safe learning environment in which children feel comfortable taking risks with their learning.



α. Achieve. Succeed. In our hands we hold the future.

Community Involvement & Collaborations

As part of Kaleidoscope MAT our staff work collaboratively together, particularly for moderation purposes. Schools take part in the National Maths Week and in TTRockstar competitions.

Monitoring and Evaluation

The Mathematics team will monitor the standards of teaching and learning. This will occur through a range of activities of monitoring planning, observation of lessons, work sampling and pupil interviews.

Information gathered is shared with the leadership team and through the link governor for Mathematics.

Policy written: December 2019

Policy review: December 2020

Ratified by the Local Governing Body and signed by chair or vice chair:

Jane Barry

29/11/21

Chair