



Policy title	Mathematics
Written by	Maths Lead
Policy owner	Executive Principal

Status	
Summary of change	July 2024 – new policy format

Approval date	July 2024
Approval authority	Local Governing Board
Review date	July 2026

1. Purpose

1.1 At Robsack Wood we have high expectations for all of our pupils and believe that all pupils can achieve highly and become confident and skilled mathematicians. We strive for all pupils to be curious about mathematics and to understand the importance of mathematics in their everyday lives. Since the introduction of the new Mathematics Curriculum in 2014, we have adopted a mastery approach to Maths.

2. Aims

2.1 In line with the aims of the National Curriculum for mathematics, at Robsack Wood, we aim to ensure that our pupils gain:

- Deep and sustainable learning in mathematics which they are able to apply to a range of contexts
- An ability to build on previous knowledge
- An ability to reason about a concept and make connections
- Balanced procedural and conceptual understanding
- Fluency
- An ability to solve complex problems by breaking them down into smaller steps and showing resilience

3. Definition

3.1 Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Taken from National Curriculum in England: mathematics programmes of study. Updated September 2021

4. Teaching and Learning

4.1 At Robsack Wood you will typically see the following features to mathematics learning:

- The large majority of pupils progress through the curriculum content at the same pace. Adaptation is achieved by emphasising deep knowledge and through individual support and intervention. The questioning and scaffolding individual pupils receive in class as they work through problems will differ and pupils who grasp concepts rapidly are encouraged to think more deeply.
- Practise and consolidation play a central role to mathematics learning. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts in tandem.
- Teachers use precise questioning in class to test conceptual and procedural knowledge, and assess pupils regularly to identify those requiring intervention so that all pupils keep up.
- Teachers use the CPA approach (concrete, pictorial, abstract) approach to ensure that concepts are modelled to pupils using multiple representations. This ensures that procedural and conceptual understanding are developed simultaneously.
- Pupils are seated in mixed ability groups as we believe that all pupils can attain highly in mathematics and every pupil will have different strengths and development areas. Therefore, groupings within classes are flexible and pupils will work in different groups dependent on their need.

5. Curriculum

5.1 EYFS

Mathematics within the EYFS is developed through intentional teaching and purposeful, play based experiences and will be represented throughout the indoor and outdoor provision. The curriculum for number is taken from Mastering

Number (NCETM) with shape, space, measure, patterns and spatial reasoning covered through progression grids from NCETM.

Mastering Number will form the basis for intentional teaching and small group provision four days a week with one day a week for shape, space and measures.

Pupils will be encouraged to record their mathematical thinking when ready and this will increase throughout the year.

5.2 Year 1 to 6

Pupils spend far longer on key mathematical concepts in number. From Year 1 to Year 6, we follow a structured curriculum map (White Rose) however this is flexible to the needs of the pupils and therefore if a concept has not been grasped thoroughly by most pupils, there is flexibility to adapt the curriculum map and revisit concepts. Those pupils who grasp concepts more rapidly are given opportunities to deepen their knowledge further and improve their reasoning skills, through rich problems, rather than accelerating on to new curriculum content.

6. Lesson Design

6.1 Teachers will briefly recap previous learning, before then building on this previous learning by introducing the next step to the pupils. Teachers use concrete apparatus and visual representations at every opportunity to model the concept and ensure deep and meaningful understanding. Pupils have the opportunity to practise the new skills using carefully crafted and varied questioning and talk will be used regularly to allow the pupils the opportunity to feedback as to how they solved problems.

During the teacher input, any support staff should be assessing and identifying those pupils who do not grasp the concept as quickly or fully as others. This information will then be passed back to the teacher so that the teacher can work directly with these pupils during independent work.

During independent learning the pupils should, as far as possible, practise the skills that they have acquired independently to avoid an over-reliance on adults, however throughout this time, support staff should work with different pupils to support and assess learning.

Explicit teaching of mathematical language is one of the most important and impactful aspects of developing our pupils into able mathematicians. Mathematical language is the means through which children can communicate meaning and ensure it is presented in a structured way. Whether written or spoken, we want children to be able to present their thinking and reasoning through the use of maths vocabulary. Within each lesson, teachers will plan specific language and vocabulary related to the concept being taught.

7. Adaptive Teaching

7.1 Adaptations will be seen by pupils working on differing complexities of problems within the same objective. All pupils will have access to challenging problems to solve to ensure that they continue to make progress. There will be some pupils who are using practical equipment for longer in order to support learning. While our aim is that the gap between mathematical attainment in our classes is closed, we accept that in some Key Stage 2 classes there is already a large gap in the attainment of groups of pupils. There will, therefore be a need to give some pupils in these year groups separate mathematical activities.

8. Intervention

8.1 Using formative assessment gathered through the practise tasks, teacher questioning and other formative assessment methods, any pupils who have not grasped the concept or who have misconceptions will have a rapid

intervention to ensure that they are ready for the next step of learning. Where possible, this will occur on the same day to ensure that gaps are rapidly plugged, ready for the next steps.

Children with specific needs will have access to additional support, this may be detailed in their EHCP or Additional Needs Plans.

9. Resources

9.1 Within all lessons, teachers will utilise practical resources to ensure that concepts are represented to the pupils to gain depth of understanding. Resources within the classrooms will be appropriate for the age and stage of the pupils' learning.

10. Assessment

10.1 Teachers will use targeted questions and problems that require pupils to remember, understand, apply, analyse and evaluate their knowledge and skills. These assessments will then be used to inform the Sonar statements to assess the pupils on an ongoing basis and a judgement about whether a pupil is on track to achieve age-related expectations will be made at the end of the term by making a summative judgement. This information will all be recorded in Sonar and discussed at termly Pupil Progress Meetings.

11. Curriculum Links

11.1 Generally mathematics will be taught discretely to ensure that links are not tenuous, however where there is a clear link to another subject e.g. data handling within science, mathematics skills should be applied to this subject and used to evidence the pupils' depth of understanding.

12. Links to other policies

Marking and Feedback Policy

Handwriting and Presentation Policy

Behaviour for Learning Policy

Home Learning Policy

Reading Policy