Our Lady and St John's Catholic Primary School
Boston Park Road, Brentford, Middlesex, TW8 9JF
www.ourladyandstjohns.org.uk

Maths Policy

Policy Start Date	Policy Review Date	Frequency
Summer 2021	**Summer 2024**	**Three Years**

Intent

When teaching maths at Our Lady & St Johns, we intend to provide a rich and meaningful curriculum, that is creative and engaging and caters for the needs of *All* children, setting them up with the necessary skills and knowledge to become successful in their future adventures. This curriculum gives each pupil a chance to BELIEVE in themselves as mathematicians and develop the power of resilience and perseverance when faced with mathematical challenges. We incorporate sustained levels of challenge through varied and high quality activities with a focus on fluency, reasoning and problem solving. Our children are required to explore maths in depth, using mathematical vocabulary to reason and explain their workings. A wide range of mathematical resources are used and pupils are taught to show their workings in a concrete, pictorial or abstract form wherever suitable. They are taught to explain their choice of methods and develop their mathematical reasoning skills. We encourage resilience, adaptability and acceptance that struggle is often a necessary step in learning. Our curriculum allows children to make better sense of the world around them. All children are expected to make progress from their starting points and to build upon their knowledge and understanding year on year.

Implementation

Our mastery approach to the curriculum is designed to develop children's knowledge and understanding of mathematical concepts from the Early Years through to the end of Y6. In school, we follow the National Curriculum and use White Rose Schemes of Work as a guide to support teachers with their planning and assessment. We also use a range of planning resources including those provided by the NCETM and NRICH to enrich our children's maths diet. The calculation policy is used within school to ensure a consistent approach to teaching the four operations. At the start of each new topic, key vocabulary and a working wall is introduced and revisited regularly to develop language acquisition, this is embedded as the topic progresses.

What Maths looks like at Our Lady & St John's

- Maths is taught daily. (45mins at KS1) (1hr at KS2)
- Early morning maths is taught three times a week, focusing on key skills including place value, the four operations and fractions. Teachers also include maths taught in previous and forthcoming topics– to ensure that mathematical concepts are embedded and frequently revisited.
- Lessons will begin with a 'warm up'; these skills are usually related to the concepts being taught in the lesson. Teachers will also recap previous lesson content.
- Sharing of success criteria, modelling and working walls.

- All lessons incorporate the three strands set out by the National Curriculum: Fluency, Reasoning and Problem Solving. Teachers use a variety of interactive teaching methods to deliver the curriculum and achieve set learning objectives. Children are taught through clear modelling and have the opportunity to develop their knowledge and understanding of mathematical concepts. Lessons use a Concrete, Pictorial or Abstract approach to guide children through their understanding of mathematical processes.
- During our daily lessons we encourage children to ask as well as answer mathematical questions using the appropriate vocabulary. We achieve this through a range of strategies including; differentiated group work, support from the class teacher or teaching assistant, paired work and small group work.
- Teachers will assess children's work in maths from three aspects (long-term, medium-term and short-term).
- We use short-term assessments to help us adjust our daily plans. These short-term assessments are closely matched to the teaching objectives and give the opportunity for teachers to assess the learning daily and consequently put in place the next step for learning. Teachers use verbal feedback in order to help the children improve in their maths and challenge them to move their learning on. Children respond/edit work using a purple pen. Children mark their own work in class and teachers look through books at the end of the lesson to see what progress has been made. Children will also self-assess their work to show their understanding and where appropriate complete a reflection of how they felt they had done.
- White Rose assessments are administered at the end of each topic and at the end of each term.
- A Gap analysis of any tests that the children complete is undertaken and informs future planning or interventions.
- Progress is tracked by the class teacher and Curriculum Coordinator.
- Pre-teaching, where appropriate, is delivered to ensure that children are ready for the next lesson.
- Interventions are also used to support children who are not at age related expectations.
- Before new topics begin a short quiz/assessment will be delivered to identify children's starting points.
- One maths lesson a week is dedicated to fluency and arithmetic skills.
- In order to improve our understanding of times tables, the school uses tools such as 'Rockstars' and speed tests. In Key stage two, times tables are taught every day and a weekly times table test is planned for.
- At Key stage one, number bonds and numbers facts are taught daily.
- Lessons are enhanced further with ICT tools such as Mathletics
- Homework is set to develop and review children's learning
- Where possible links are made with other subjects in the curriculum.
- The maths leader has a clear role and overall responsibility for the progress of all children in maths throughout school. Working with SLT, key data is analysed and regular feedback is provided, to inform on progress and future actions.

In the Foundation Stage (Nursery and Reception classes) the mathematical aspects of the children's work is delivered through the six areas of learning. (See Foundation Stage policy).
We give all the children ample opportunity to develop their understanding of number, measurement,

pattern, shape and space, through varied activities and play allowing them to enjoy, explore, practise and talk confidently about maths.

Impact

Through discussion and feedback, children talk enthusiastically about their maths lessons and speak about how they love learning about maths. They can articulate the context in which maths is being taught and relate this to real life purposes. Children show confidence and believe they can learn about a new maths concept, applying the knowledge and skills they already have.

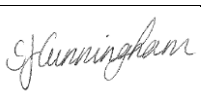
Pupils know how and why maths is used in the outside world and in the workplace. They know about different ways that maths can be used to support their future potential. Mathematical concepts or skills are mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations. Children demonstrate a quick recall of facts and procedures. This includes the recollection of the times tables.

Children use acquired vocabulary in maths lessons. They have the skills to use methods independently and show resilience when tackling problems. Children show a high level of pride in the presentation and understanding of the work. Teachers plan a range of opportunities to use maths inside and outside school.

All children are expected to succeed and make progress from their starting points and to build upon their knowledge and understanding year on year. At the end of each year we expect ***most*** children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention

As a result of our Maths teaching at Our Lady & St. John's you will see:

- Engaged children who are challenged
- Children enjoying maths
- Confident children who can talk about maths and their learning and the links between Mathematical topics.
- Lessons that use a variety of resources to support learning
- Learning that is tracked and monitored to ensure all children make good progress.

Headteacher:		**Date:**	**Summer 2021**
Chair of Governors		**Date:**	**Summer 2021**