

Sprowston Junior School



Maths Policy

<u>Date policy was updated:</u> September 2019	<u>Monitored by:</u> David Arthur	<u>Date of policy review:</u> September 2020
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This policy can be summarised using the three categories: intent, implementation and impact. These areas are used to monitor the effectiveness of our maths curriculum across the school.

Intent:

- To provide a stimulating, inclusive and challenging maths curriculum across the school.
- To make cross curricular as well as contextual links with maths.
- To foster a love of maths.
- To develop a more fluent approach to problem solving and reasoning.

Implementation:

- Follow maths and calculation policy – including clear and concise exemplars to ensure consistency.
- A blocking approach to topics based on the individual learning needs of a particular cohort – revised annually.
- A variety of resources are provided to ensure the concrete, pictorial and abstract aspects of maths are included in teaching and learning.
- Pre and post unit assessments are used to identify areas for development.
- Year groups are supported and monitored by maths subject leader.

Impact:

- Children develop a more fluent approach to problem solving and reasoning.
- Staff feel more empowered to deliver inspiring and engaging maths sessions.
- The profile of maths remains high across the school.
- More people enjoy maths!

Sprowston Junior School Maths vision

Our vision is that all children at Sprowston Junior School see themselves as mathematicians and to:

- Have a positive attitude towards the learning of mathematics and an enthusiasm for the subject.
- Be able to identify mathematical relationships (spatial, numerical and logical) and see their relevance to everyday life.
- Be able to carry out practical activities involving measurement, estimation and calculation.
- Be able to use money in everyday situations.
- Be able to read and record mathematical statements using correct terminology and symbols.
- Be able to interpret diagrams, charts, graphs and tables.
- Have an ability to solve problems, to reason, to think logically and to work systematically and accurately.
- Have developed an ability to use and apply mathematics across the curriculum and in real life.
- Have developed an understanding of mathematics through a process of enquiry and experiment.

Teaching and learning style

We aim for children to achieve mastery of the key areas and domains in Maths, narrowing the gap between the most and least able learners. The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress will always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly will be challenged through being offered rich problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material will consolidate their understanding through pre-learning, additional practice and intervention before moving on. We achieve this through a range of strategies, such as the use of differentiated work (based around our challenge approach to learning), daily maths clinic sessions and intervention programmes. All intervention is monitored by the maths subject leader and the school SENCo.

Maths Timetable

Children receive 5 maths lessons a week as well as fluency based 'Maths meeting' sessions. The maths meetings provide opportunities to investigate patterns of number, discuss key points in questions and share ideas around problem solving and reasoning.

Mathematics curriculum planning

Our medium-term mathematics plans, give details of the main teaching objectives for that theme or topic and provide the structure of the 'mastery' approach to our curriculum design and organisation. This means that areas of Maths will be taught in longer 'blocks' – using an approach similar to the White Rose Hub blocking. For Number, Addition and Subtraction, Multiplication and Division and Fractions these blocks will be taught in a progressive manner across the year. Blocks relating to other areas of Maths may only be taught once and not re-visited until the following year – this is revised at the end/beginning of each year to ensure it meets the needs of the learners in that cohort.

The short-term plans contain the specific learning objectives and expected outcomes for each lesson, and give details of how the lessons are to be taught. The subject leader and class teacher often discuss them on an informal basis as part of the subject leader's monitoring, as well as when more formal monitoring takes place.

Pre-unit assessments are used to identify any areas for development. This directly informs planning and any intervention that may be required either before or during the unit. Post-unit assessments are optional and may be used to inform staff of progress made during the unit (block) and identify any areas that may still require attention in future.