



Maths Policy

Person responsible: Head teacher

Ratified by the governing body: Spring 2021

Date for review: Spring 2024

A handwritten signature in black ink, appearing to read 'Anne-Marie Renshaw', is positioned below the text.

Reverend Anne-Marie Renshaw

Chair of Governors



Every Child Every Chance Every Day

Maths curriculum

Intent

Messing mathematicians will develop a love for maths and experience a variety of mathematical concepts so that they become competent and independent mathematicians, recognising the importance of mathematics in the real world.

Our curriculum will help them to:

- Build a deep conceptual understanding of concepts which will enable them to apply their learning in different situations.
- Use mathematical language to reason and explain their workings.
- Develop mathematical resilience and perseverance when tackling challenging tasks, recognising that this is a necessary skill when attempting some mathematical problems.
- Recognise that mathematics underpins much of our daily lives and therefore is an important part of learning for life
- Make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.

Implementation

We implement our approach through high quality teaching delivering appropriately challenging work for all individuals. At Messing, we recognise that in order for pupils to progress to deeper and more complex problems, children need to be confident and fluent across each yearly objective. We follow the Hamilton Trust schemes of learning in Year 1-6 to ensure that the coverage for the year is completed. As a mixed age school, we use these plans to ensure that all objectives are covered for each year group and we use the following to deepen children's understanding:

- consistently developed models and images to underpin children's conceptual understanding
- problem solving and reasoning opportunity to allow the development of mastery
- in-depth investigations to develop maths meta-skills and to enable children to learn to think mathematically and articulate mathematical ideas
- practice materials and hands-on activities to develop procedural fluency
- create a learning environment where pupils can develop their mathematical skills and concepts and apply them not only in maths lessons but also in other areas of the curriculum and the outside world.

In addition to daily maths lessons, children also take part in daily 'maths meetings' which reinforce learning, support retrieval practice and develop long-term memory.

Children are encouraged to explore, apply and evaluate their mathematical approach during investigations to develop a deeper understanding when solving different problems / puzzles. A love of maths is encouraged throughout school via links with other subjects and real-life uses of mathematics, applying an ever growing range of skills with growing independence.

In the Early Years Foundation Stage (EYFS), we relate the mathematical aspects of the children's work to the Development Matters statements and the Early Learning Goals (ELG), as set out in the EYFS profile document. Mathematics development involves providing children with opportunities to practise and improve their skills in counting numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces, and measures. The profile for Mathematics areas of learning are number (ELG 11) and shape, space and measures (ELG 12). We continually observe and assess children against these areas using their age-related objectives, and plan the next steps in their mathematical development through a topic-based curriculum. There are opportunities for children to encounter Maths in both the indoor and outdoor learning environments, through planned activities and the self-selection of easily accessible quality maths resources. Whenever possible children's interests are used to support delivering the mathematics curriculum. We have also developed our own end of year expectations for EYFS. Those children who are exceeding the EYFS curriculum can also cover these in order to be prepared for Year 1.

Impact

The impact of the Maths curriculum will be:

- Children understand the importance of the mathematics in the real world and value mathematical skills(**Respect**)
- Children do not give up. They show confidence in believing that they will achieve and the flexibility and fluidity to move between different contexts and representations of mathematics (**Resilience**)
- The children can clearly explain their reasoning and justify their thought processes and have ability to recognise relationships and make connections in mathematics (**Reasoning**)

How will we measure the impact?

Assessment for learning strategies are used on a daily basis. These allow a picture to be built up of the pupils' progress and any areas of strength or weakness can then be addressed in teachers' planning.

Regular feedback is given to pupils (see the schools' Marking Policy) and helps them to understand how to be successful, what they have achieved and what they need to do to improve further. End of unit assessments (pop tasks) to show progression within the unit and identify further learning opportunities. Half termly Assertive mentoring tests to assess attainment and inform future planning of 'Maths Meetings'

The pupils at Messing Primary School take summative assessments in line with statutory requirements. They take part in Maths SATs in Year 2 (which supports the teachers' overall assessment of their attainment),the Multiplication Tables Check in Year 4 and the Maths SATs in Year 6.