



Springfield Junior School

Maths Policy

Written by	N Cummings
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Signed Chair of Governors	
Signed - Head teacher	

All children at this school have access to mathematics appropriate to their age, ability and stage of development. Our policy does, in its implementation, afford all the children the best possible learning opportunities matched to their needs.

We provide a cross-curricular, broad and balanced curriculum which meets the requirements of Curriculum 2014. Teachers have adopted the recommended mastery style of teaching in which their learning is deepened through the use of questioning, explaining, reasoning and problem solving.

Springfield Junior School has a separate Calculation Policy which follow White Rose Maths.

Aims

In delivering the curriculum our main aims are to:

- provide a supportive and stimulating environment where pupils are encouraged to express their ideas and feel confident that their contributions will be valued
- ensure high standards of teaching through skilled use of modelling, representations and high order questioning
- provide opportunities for pupils to apply their skills in other curriculum areas
- make effective use of ICT as a teaching tool and as a learning medium
- foster a positive attitude towards mathematics by presenting it as an enjoyable and interesting activity
- develop children's understanding and confidence in their mathematical ability
- develop children's arithmetic and to enable the quick recall of facts
- develop effective written calculations in line with White Rose Maths (see separate Calculation Policy)
- develop the ability to use and apply mathematics in problem solving and reasoning activities which can be used across the curriculum
- develop the ability to communicate mathematically both orally and in writing
- develop an inclusive Maths curriculum by setting suitable learning challenges, responding to pupil's diverse needs and by overcoming potential barriers to learning and assessment for individuals and groups of pupils

Planning

We use the National Curriculum 2014 and White Rose Maths(2.0 updated Schemes) as the basis for implementing the statutory requirements of the programme of study for Maths. We carry out the curriculum planning of Maths in three phases: long-term (White Rose Maths), medium-term (school devised) and short-term (teacher devised). Where at all possible, Maths opportunities are planned using cross-curricular links. Steps of progression through the year groups come from the White Rose Maths Small Steps of Learning. We also ensure that units are revisited to allow for consolidation of skills.

Lesson Structure

Lessons in all year groups follow the same structure. Each part of the lesson is designed to support the children in developing and applying their knowledge as well

as addressing any misconceptions. Children are able to see the links between the parts of the lesson.

Each lesson includes:

- What We Already Know (WAK) – this allows children to consolidate the skills they have previously been taught and which they will be using during the lesson. This is usually based on calculations.
- Guided Practice – this involves the pupils and teacher to work together to answer questions, explain thoughts, look at different ways of tackling a question and justify reasons for answers.
- Independent Work – most children will complete the same work at this stage of the lesson. The work may be scaffolded with the use of manipulatives, adult support and pictorial representation.
- Deep Dive – this is a deep reasoning question designed for those who have completed their independent work. This requires the children to use the knowledge they have gained in a different context.

A vast majority of resources used in lessons are from White Rose Maths but teachers use a range of sources to produce resources which support this.

During lessons children Pupils engage in:

- the development of mental strategies
- written methods
- practical work
- investigational work
- problem solving
- mathematical discussion
- consolidation of basic skills and number facts
- maths games

Learning is broken down into small, connected steps, building from what pupils already know.

Difficult points and potential misconceptions are identified in advance and strategies to address them planned.

Key questions are planned, to challenge thinking and develop learning for all pupils.

Contexts and representations are carefully chosen to develop reasoning skills and to help pupils link concrete ideas to abstract mathematical concepts.

Stem sentences are used throughout lessons to develop the pupil's use of correct mathematical language.

As well as a daily Maths lesson, pupils also have arithmetic tests and daily use of Times Tables Rockstars. Pupils also compete in a weekly times tables challenge. This is differentiated for each year group (in line with NC and White Rose Maths) and progresses as the year goes on.

Children who require further support are invited to attend booster groups where they can be given further help in developing their knowledge and understanding.

Assessments

Summative assessment is ongoing and is recorded in a green mark book. This is then used to inform daily/weekly planning.

Teachers formally track children based on where they are in line with what is expected for their year group. Children are therefore assessed as being Below Standard, At Expected Standard or Above Standard. These judgments are supported by the use of White Rose Tests at the end of each term.

Teacher assessed levels are recorded on Insight Tracker during the year which allows for teachers to track progress.

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