



# Longhill Primary School

## Maths Policy



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**This Policy should be read in conjunction  
with the Marking Policy**

SECTION	<u>CONTENTS</u>	PAGE NUMBER
1.	Introduction	3
2.	Aims	3
3.	Objectives & Targets	4
4.	The role of the Maths Adviser	4/5
5.	Classroom Practice	5
6.	Special Educational Needs	5
7.	Planning and Assessment	5/6
8.	Recording and Target Setting	6
9.	Welfare, Health & Safety	6
10.	School Vision	6

# Maths Policy

## 1. Introduction

At Longhill Primary School, we use Big Maths as our main approach in the teaching of mathematics. Big Maths clarifies the relationship between Basic Skills and Wider Maths.

Basic Skills comprises the following four cornerstones which lead to a person becoming numerate; 'Counting', 'Learn-Its', 'It's Nothing New' and 'Calculation' (CLIC). Taught daily, these 20 minute sessions provide complete fluency and form the foundations upon which all learning is built. At the end of each Basic Skills lesson, children are encouraged to use the skills learnt through CLIC in order to solve real-life problems.

Taught 2 to 3 times a week, Wider Maths focuses on the rest of the maths curriculum and the other skills needed in order for a child to become fully numerate. It is made up of the subsequent essential elements; 'Shape', 'Amounts', 'Fractions' and 'Explaining Data' (SAFE).

Big Maths promotes the use of pre-agreed sequences of progression. These simple steps allow connections to be made and any gaps in a child's understanding to be quickly identified and remedied. In order to deepen understanding, reasoning and problem solving opportunities are embedded within all of our Big Maths sessions.

Continuous provision within classrooms allows children to continually revisit and strengthen their learning.

Whilst we recognise the importance of mathematics in the classroom, we also emphasise the practical application of skills, helping children understand that maths is an essential part of everyday life.

## 2. Aims

- To meet the statutory requirements of the national curriculum for mathematics.
- To ensure continuous improvement in the quality of teaching and learning in mathematics.
- To involve parents in the raising of standards of attainment in mathematics through communication of expectations and the provision of support as identified.
- To ensure children use mathematics effectively in a wide range of cross-curricular activities.
- To develop the children's use of mathematical concepts, knowledge and skills to communicate learning and knowledge.
- To develop positive attitudes to mathematics in both adults and pupils.

### 3. Objectives and Targets

Targets are reviewed annually with the intention of maintaining year on year improvement and raising attainment. In years 2 and 6, SAT's papers are analysed and results used to inform areas for focus and improvement.

The key strategies in raising standards in maths:

- A daily Basic Skills session providing complete fluency and forming the foundations upon which all learning is built
- High quality teaching of Wider Maths
- 3 Big Maths Beat That Challenges every Friday
- Effective continuous provision and use of resources
- Regular homework (where applicable)
- Involvement of parents
- Professional development of all staff
- Monitoring the quality of teaching and learning

### 4. The role of the Maths Adviser

- To monitor and evaluate the quality of teaching and learning throughout the school through:
  - Lesson observations/learning walks
  - Discussions with the headteacher
  - Analysis of data, standardised test scores and SAT's outcomes in consultation with the leadership team
- To promote high standards of teaching and learning in mathematics through:
  - Own classroom practice
  - Encouraging staff to engage in professional dialogue
  - Supporting and developing in-service training and support materials
  - Addressing the need to inform and involve parents in mathematical teaching and learning
  - Maintaining own professional development
- To ensure the purchase and effective deployment and use of resources for mathematics through:
  - Classroom observations/learning walks
  - Audit
  - Professional updating
- To update the mathematics policy and its associated pro-forma as necessary.
- To inform the headteacher, governors and the leadership team of the development and changes in mathematics on a regular basis.

## 5. Classroom Practice

The national curriculum provides comprehensive details of effective practise. The curriculum should be implemented in all classrooms.

It is important that a variety of strategies for calculation are taught and explored following the structure outlined in the Big Maths Definitive Assessment Framework.

ICT (including handheld and portable devices) is used as often as possible in the daily maths lesson if it is the most effective and efficient way to meet the lesson's objectives.

The vocabulary of maths needs to be taught effectively and displayed appropriately for the children.

All children and parents will have access to the school's calculation policy which details the sequence of progression for each year group as stated in the Big Maths Definitive Assessment Framework.

Opportunities to use and apply mathematics are developed by regular problem solving activities at the end of each Basic Skills session.

Mathematics should not be taught in isolation, opportunities to embed numerical skills should be seen in other areas of learning.

## 6. Special Educational Needs

The implementation of Big Maths allows teachers to provide quality maths education for every type of learner, regardless of age with a definitive, distinctive approach that encourages success for all.

The daily maths lessons and continuous provision activities are appropriate for all pupils.

## 7. Planning and Assessment

Providing a rigorous, systematic and structured approach, the Big Maths Definitive Assessment Framework gives instantaneous organisation and alignment. This resource provides progression at a glance, as well as in detail, enabling teachers to plan, accurately intervene and plug gaps where necessary. The class teacher is responsible for using this tool to create daily lesson plans.

Adults assess children's work in maths by making informal judgements as they observe them during sessions, continuously checking their understanding of the main teaching points. This information is used to inform the teacher's daily planning and thus any interventions that may be needed. We mark work as it is being completed and often make comments which extend the pupils learning by providing challenges for them to try.

Children complete 3 Big Maths Beat That Challenges every Friday. Done weekly, these different areas of assessment are used in order to;

- create an atmosphere that celebrates success (as each child is encouraged to beat their previous best score),
- track and gauge each individual child's Basic Skills and Wider Maths knowledge,
- determine each pupil's recall of multiplication tables and basic number facts (ensuring that all children have secured this recall at the age of 9),
- identify any gaps in learning,
- reveal any children that haven't grasped the previous week's learning.

Pupils often peer mark and self-assess their own learning which is recorded in books.

## **8. Recording and Target Setting**

Targets are set for the beginning of the academic year based on performance data from the previous year. SAT's analysis, teacher assessment and auditing of work provides whole school, year group and individual targets which are reviewed annually.

## **9. Welfare, Health & Safety**

See the school's Health & Safety Policy.

## **10. Our School Vision: Empowering children to learn.....**

Our aim at Longhill Primary School is for all children to become resilient learners who strive to achieve their highest potential in all that they do.

Our curriculum, driven by continuous provision, enables children to experience a wide range of opportunities which challenges their thoughts and feelings. Children will become confident individuals and critical thinkers who have the skills and aspirations to be lifelong learners in our ever changing world.

We have an ethos of care and positive relationships that aims to develop social and emotional skills which encourages us all to be respectful of others.

Our restorative approach aims to provide a sanctuary where children's lives are enhanced and all involved in the Longhill Primary community feel safe and valued.