



CLARE COMMUNITY
— PRIMARY SCHOOL —

Maths Policy

October 2024

SLT

Maths Subject Leader: R.Davies

School Aims

Our vision is to deliver a learning experience for each pupil which encompasses each of our core values: Citizenship, Learning to Learn, Aiming High, Respecting Ourselves and Others and, most importantly, Enjoying Learning.

Each child, irrespective of background or academic ability, has the right to access an engaging and stimulating curriculum, within a safe, secure and nurturing environment. At the heart of our curriculum is our belief in creativity, diversity and aspiration for all. We believe that children should not be limited by labels.

Our curriculum aims to inspire, enthuse and engage all of our pupils and their families, working in partnership with parents and carers. We also aim for them to acquire experiences within the local and wider environment irrespective of personal socio-economic circumstances.

We are conscious of the responsibility of schools in shaping well-rounded individuals who are confident learners willing to take risks and have the knowledge and skills necessary to be a 21st century citizen. We have incorporated opportunities to develop leadership and collaborative skills, and to utilise our setting fully, including the rich locality as a wider campus.

By the end of their primary education, we want our pupils to be aware of their responsibility in shaping the future as life-long learners, as well as having pride in what they have achieved with us.

Rationale

At Clare Community Primary School, our aim is for all children to enjoy mathematics and have a secure and deep understanding of fundamental mathematical concepts and procedures when they leave us to go to secondary school. Children are encouraged to become enthusiastic mathematicians by developing their skills, verbally articulating their knowledge, and showing their understanding through practical experiences which have relevance and purpose in everyday situations.

It is essential that children develop their numeracy skills in order to become lifelong learners; they should be able to apply their fluency, problem-solving and reasoning skills in different situations across the curriculum and in daily life outside school.

Aims and Objectives

- To become fluent in the fundamentals of Mathematics through varied and frequent practice of increasingly complex problems over time.
- To develop the ability to recall and apply known number facts rapidly and accurately.
- To become problem solvers, who can reason, think logically, work systematically and apply their knowledge of mathematics in a range of contexts.
- To develop mathematical language through speaking and listening, practical activities and by recording work accurately.
- To become independent learners and to work co-operatively with others.

Teaching and Learning

Maths is a journey in which different learners start from different places. We believe a strong mathematics curriculum should involve adapting the most effective elements of a Mastery approach to mathematics (such as the CPA approach to support conceptual understanding), by combining them with good practice of challenging and supporting every child at their own level of knowledge and understanding.

At Clare Community Primary School, we use 'White Rose Maths' as our principal teaching resource; This means that children are not grouped by ability, because we expect all children to be given the opportunity to achieve age related expectations. Mastery teaching provides our children with the time to acquire a deep and transferable understanding of mathematical concepts.

We adapt our delivery of the 'White Rose Maths' Scheme of Work to address the learning needs of all children: it is supported by our use of the 'Target Your Maths' books in some year groups, and additional resources as appropriate in other year groups, to practise and secure children's understanding of arithmetic and calculation methods. We also create discrete, daily opportunities, in Maths Meetings and Fluency Starters, to focus on the systematic teaching, and regular rehearsal, of numerical fluency skills, and to personalise children's learning of fundamental mathematical concepts.

We believe this combination enables us to deliver the statutory and non-statutory requirements of the 2014 National Curriculum, which states:

- The expectation is that most pupils will move through the programmes of study at broadly the same pace.
- Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content.
- Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

Teachers and support staff at Clare Community Primary School share CPD opportunities to keep abreast of current pedagogy and good practice, using a variety of learning and teaching styles in Mathematics, along with a range of strategies that cater for different types of learners:

- Classroom practice will have evidence of '**Universal Offer**' being consistently used and benefiting all children, including children with SEND.
- '**Targeted**' group support in class to accelerate the progress of identified group of children. Lunchtime / Afterschool Maths clubs delivered targeted support to specific, identified children to accelerate their progress to EXS in Maths.
- '**Specialised**' (sometimes 1-to-1) support in class providing personalised curriculum for children with SEND where appropriate.

Teaching assistants are deployed effectively to support and extend children's learning as appropriate. This may involve supporting children in small group work, 1-to-1 support in class, pre or post teaching for Less Able or SEN children, targeted programmes of intervention, etc.

See separate document '[Maths Expectations October 2024](#)' for expectations of the following criteria:

- Mental Maths and Taught Fluency Skills
- Times Tables Practice / Tests
- Times Tables Rock Stars / NumBots
- Lesson Planning
- Lesson content and delivery
- Marking and Feedback
- Targeted Children
- Classroom Displays and Resources
- Reasoning and Investigations
- Home Learning

Planning and Assessment

For expectations of Long & Medium Term and Daily planning, see separate document '[Maths Expectations October 2024](#)'

Tracking Pupil Progress – see '[Assessment Overview](#)' for current academic year:

- Teachers in Key Stage 1 and 2 will be asked to make a TA judgement each first half term in Autumn, Spring and Summer, based on children's progress in class. This will be followed by administering the 'White Rose' termly assessments in the second of each half term (except in Year 6, where past 'SAT' papers will be used in conjunction with other assessment materials. These are also available for optional use in Year 2.)
- TA levels will be recorded as to whether a child is **Working Below Year Group (WB)**, **Working Towards (WT)**, at the **Expected Standard (EXS)** or **Working at Greater Depth (GD)** in their age-related expectations in Maths, Reading, and Writing; (See separate guidance for SEND pupils)
- This data will be input into INSIGHT and monitored by the Leadership team and subject leaders together with teaching staff;
- It will form the basis of discussions at Pupil Progress meetings, where test scores, standardisation and triangulation monitoring will then provide more detail as to whether children are maintaining progress or falling behind.

Calculation Methods

At Clare Community Primary School, we are committed to ensuring pupils have a consistent and smooth progression of learning in calculations across the school, using the concrete -> pictorial -> abstract steps of the 'mastery' approach to mathematics.

For details, see '[2024-25 CCPS Calculation Policy](#)'

Maths and Other Areas of the Curriculum

Our expectations are that the explicit learning in Maths lessons will feed directly into learning in certain other areas of the wider curriculum. We endeavour to make links to taught mathematical concepts wherever possible throughout the school day, and opportunities to revisit Maths learning in other subject areas are created, wherever appropriate and meaningful.

Maths Home Learning

For expectations of Maths work to be sent home, see separate document 'Maths Expectations October 2024' and 'Home Learning Policy'

Monitoring

The teaching of Mathematics is monitored through:

- Learning Walks and Lesson 'drop-in' observations
- 'Triangulation' monitoring: Scrutiny of work / analysis of assessment data / conversations with children
- In-school and external moderation
- Tracking children's progress through Pupil Progress Meetings and Insight Tracking.

Inclusion

All children have an equal right to access to the Mathematics curriculum. Through the implementation of our 'Universal Offer' for all children, 'Targeted' support for identified groups, and 'Specialised' 1-to-1 support, our school strives to meet the needs of pupils with special educational needs, with disabilities, those who are very able, and those learning English as an additional language.

Further guidance can be found in the school's 'Special Educational Needs and Disability Policy'

Home/School Communication

Copies of the Calculation Policy are available on our school website, to support parents and carers with the learning of Mathematics at home.

Opportunities for parents and carers to engage in partnership with the school are created via events such as Maths Cafes and Maths Meetings.