



Sir John Lillie Primary School

Maths Policy

1. INTRODUCTION

This document outlines the Sir John Lillie Primary School ("SJL") Maths Policy. It details how Maths is promoted throughout SJL, in both the curriculum and other aspects of school life. This policy is reviewed on an annual basis or as circumstances require.

A child will receive a broad and balanced programme of Maths in line with the National Curriculum, ensuring confidence to tackle maths concepts.

2. AIMS

By promoting Maths at SJL we aim to:

- Make maths relevant and meaningful to the children so that they can see why maths skills are important.
- To promote a positive attitude to maths and build pupils' resilience.
- Enable every child to achieve.
- To equip pupils with lifelong skills and strategies.

3. KEY ASPECTS IN THE STUDY OF MATHS

- Introduce new concepts using concrete resources and images to support conceptual understanding.
- Develop pupil's fluency, reasoning and problem solving skills.
- Enable children to make links between different areas of maths (i.e. recognise that a missing number question is the same as finding how much liquid is added to a jug) and across the curriculum.
- Teachers have high expectations and embed the mastery approach by supporting and challenging pupils through depth.

4. ROLES AND RESPONSIBILITIES

There are a number of persons responsible for the teaching of Maths in SJL. These are the Curriculum Co-ordinators team, the Teaching Staff, the Senior Management Team, the Headteacher and the Governing body. Each member of staff undergoes an induction when they start work at SJL, during this their roles and responsibilities are explained in detail. For additional information about roles and responsibilities please refer to the individual job descriptions as well as the induction manual.

5. TEACHING

Teaching of maths in SJL involves:

- Daily maths meetings and counting.
- Times table tests/ tough ten arithmetic questions.
- Daily maths lessons.
- Problem solving activities.
- Planned, regular opportunities to deepen their understanding and make connections within maths as well as in other curriculum areas.
- Learning is supported through use of resources.
- Whole class and teacher led activities as well as small group work.
- Providing appropriate challenges for all children.
- The **White Rose Maths** scheme of learning (introduced in 2019) is followed by all year groups.

6. LEARNING

- Providing opportunities for the pupils to become fluent in maths facts and make links between different areas of maths.
- Carefully planned small steps which are matched to the needs of the pupils.
- Activities for pupils to practise and deepen their mathematical understanding through procedural and conceptual understanding.
- Concrete resources, pictorial images and abstract models used to support learning.
- All children having the same opportunities to access the curriculum and being challenged appropriately.

7. ASSESSMENT

In the Foundation stage (Nursery and Reception classes), the children are assessed against the early learning goals using teacher observations. Key stage one use: teacher observations, teacher assessment and end of unit tests in year 2 to assess the children. In Key stage two there are half termly tests or end of unit tests from White Rose Maths to support teacher's assessments. In years 2 and 6 there are the standardised tests and year 4 have the multiplication tables check (MTC).

8. RESOURCES

We aim to ensure that there are sufficient resources available for all Maths teaching units in the school. Resources are kept in individual classrooms. It is the role of the Curriculum team to liaise with each year group to ensure that there are sufficient resources available and source new ones from the annual Maths budget.

Resources available for planning Maths are:

- Calculation Policy
- White Rose Maths scheme of learning
- Testbase KS1 and KS2
- Target maths pupil books years 3-6
- Each class should be stocked with appropriate concrete resources
- Convince me cards
- Real word maths problem cards
- Tough Ten questions
- Rising Stars fluency with fractions
- Rising Stars problem solving and reasoning

9. EQUAL OPPORTUNITIES

We will provide opportunities for all our children, regardless of gender, race or disability. For more information on equal opportunities, please refer to SJL's "Equal Opportunities" policy.

10. DOCUMENT REVIEW

Reviewed by: Zoe Haynes and Camilla Patterson

Signed: Zoe Haynes and Camilla Patterson

Headteacher Signature: _____

Governing Body Signature: _____