



At Little Eaton Primary School, we recognise that Mathematics is essential to everyday life. We are committed to ensuring that children are able to recognise the importance of Maths in the wider world and that they are also able to use their mathematical skills and knowledge confidently in a range of different contexts. We aim to ensure that our children have access to a high-quality mathematics curriculum that is both challenging and enjoyable. We want to develop our children into confident mathematicians who are not afraid to take risks. Children need opportunities to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.

## **Intentions:**

We want all children to enjoy Mathematics and to experience success in the subject, with the ability to reason mathematically.

We aim to provide a high-quality mathematics curriculum so that all children:

- become fluent in the fundamentals of mathematics;
- reason mathematically;
- can solve problems by applying their mathematics

## **Implementation:**

Staff use White Rose Maths Schemes of Learning as a starting point in order to develop a coherent and comprehensive pathway through the mathematics. The focus is on the whole class progressing together. In line with the Teaching for Mastery approach, learning is broken down into small, connected steps, building from what pupils already know. Contexts and representations are carefully chosen to develop reasoning skills and to help pupils link concrete ideas to abstract mathematical concepts. The use of high-quality materials and tasks to support learning and provide access to the mathematics is integrated into lessons. These may include White Rose Maths Schemes of Learning and Assessment Materials, NCETM Mastery Assessment materials, NRICH, Classroom secrets, visual images and concrete resources.

Maths sessions at Little Eaton are taught daily to introduce, consolidate and strengthen either new or previously taught concepts. Teachers plan for and address misconceptions arising from White Rose sessions to ensure that all children are developing their mathematical understanding. All areas of Maths are taught in line with the National curriculum with each year group given sufficient time to embed the mathematical concept. White Rose has a clear focus on Fluency, Reasoning and Problem Solving. This is supported by conceptual and procedural variation and mathematical thinking. This focus is adopted by Little Eaton where the approach to all mathematical concepts allows the children to work within a concrete, pictorial and abstract context. Resources are made readily available within Little Eaton so that all children have access to them.

During lessons, we encourage children to self-mark (Years 2-6). After activities, the whole class discuss answers, strategies and mistakes. This provides children with immediate feedback and time to reflect on

their learning. Mistakes are discussed and correction time given as part of a lesson. Children respond well to this and learn well from their mistakes. We see assessment as an integral part of the teaching process and strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring confidence and progress.

### **Inclusion**

At Little Eaton Primary School all children have access to Maths lessons and activities regardless of age, sex, or ability. Teaching approaches provide equality of opportunity by making sure the work is suitable for all pupils, considering religious and cultural beliefs and enabling those with disabilities to have full participation. Children are encouraged to work individually, in pairs, small groups and as whole class when required.

### **Equality**

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff, and parents.

### **Impact:**

Our approach to the teaching and learning of maths, results in a fun and engaging curriculum that embeds understanding and knowledge through hands on, practical activities. Introductions to concepts using concrete materials and practical activities supports learning through memorable activities which children can recall at a later date, relating the learning to new situations. Our policy of self-marking within lessons supports children in recognising their strengths and areas for development. Children are encouraged to share their misconceptions and misunderstandings and become adept in using appropriate vocabulary in doing so. The inclusion of open dialogue to discuss and explain mathematical thinking also strengthens the use and understanding of mathematical language along with ensuring children can explain, justify and evidence their thinking. Connecting maths across the curriculum highlights how maths relates to life.

### **Monitoring, Record Keeping and Assessment.**

Mathematic attainment and progress is monitored on a termly basis. In addition to the statutory end of key stage tests in Y2 and Y6, formal standardised testing in Y3-5 is carried out using testbase tests at the end of the Summer term. White Rose termly assessments are carried out at the end of the Autumn and Spring term to help inform teachers planning. The results of these are analysed and used to inform planning and next steps for children's achievement. Assessment information feeds into pupil progress meetings and is used to identify children who require specific teaching input or intervention.

Pupil's opinions of maths are gathered through pupil voice interviews and pupil questionnaires.

### **Subject leader role**

The Maths subject lead is responsible for raising the standards of teaching and learning in Maths. Data from across the school is analysed to identify strengths and areas for improvement. From this analysis, the School Development Plan each year will focus on any key issues which need to be implemented, monitored and evaluated.

The Maths subject leader will:

- Oversee the design and delivery of the mathematics curriculum.
- Develop good practice in their classroom.
- Co-ordinate and order resources and manage the budget.
- Monitor and evaluate resources.
- Monitor planning and the delivery of the curriculum.
- Work together with colleagues to raise standards.
- Provide stimulus and inspiration.
- Ensure that the policy documents remain useful and current.
- Carry out a yearly audit and action plan.
- Conduct pupil voice interviews/questionnaires.

Monitoring strategies include: looking at pupil's work, monitoring reading material and purchasing resources, learning walks and lesson observations, delivering training and staff meetings to teachers/teaching assistants, pupil voice interviews and surveys.

Any questions or concerns regarding this policy should be made to Miss D. Theobald (Maths Subject Leader).

---

**Confirmation that the policy for Computing, in respect of Little Eaton Primary School, has been discussed, approved and ratified by the Governing Body:**

Signed by:

Governors: ..... Date: .....

Headteacher: ..... Date: .....

Next Review date:.....