



Maths Policy





Curriculum Aims in Maths at Priory Rise School

- Following the aims of the national curriculum, ensure that pupils:
 - become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
 - **reason** mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
 - can **solve problems** by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.
- Provide a broad and balanced Maths education for all pupils that's coherently planned and sequenced using small steps through the key areas which engineers success.
- Promote a positive attitude towards Maths that develops resilience, actively taking steps to dispel the idea that some children 'don't get Maths'
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Promote the development of the fundamentals of Mathematics and number sense in our youngest children and ensure they are ready for Key Stage 1. Similarly in Key Stage 1 and 2, that children are equipped with the necessary skills and knowledge for the next stage in their education.

These curriculum aims are underpinned by our 33 values:

- Priory Rise School values effective teamwork, so our Maths curriculum provides plenty of opportunities for collaborative working.
- Our school values the importance of diversity and respect, so our Maths curriculum promotes cooperation and represents diverse voices.
- We prioritise the protective behaviours to ensure that everyone is given the same opportunities and have the same high aspirations.
- Effective learning characteristics are promoted and explicitly taught. Children are encouraged to be proud of their achievements and successes. At Priory Rise school it is 'cool to be clever'.

Legislation and Guidance

This policy reflects the requirements for Priory Rise to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).



In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Organisation and Planning

- Maths is taught everyday and planned on a weekly basis.
- To ensure mastery of each curriculum area, Maths units are taught in blocks, following the Maths Curriculum Progression document.
- Each block is broken down into small steps, carefully sequenced to ensure deep understanding of core concepts. Each lesson builds into the next lesson.
- Number facts are taught explicitly, following the Number Facts Progression document, to develop automaticity and fluency.
- Planning details the focussed vocabulary and stem sentences used within each small step.
- Rigorous assessment and tracking will take place for all children in Maths across all of the areas of the programme of study.
 - End of unit tests (or 'quizzes') ensure frequent low stakes testing
 - End of term tests are used to make summative judgements
 - Data is recorded on Arbor

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.



Resources

- Each class has easy access to a range of resources for Maths such as: counters, base-ten, and iPads.
- The school library contains a range of fiction and non-fiction books which support Maths.
- Personalised equipment and resources for Maths (e.g. special rulers) are available from the SENCo.
- Resources are updated each year to reflect need and any changes in policy (either school-based linked to school specific needs or Government policy/updates).

Home Learning

Regular communication regarding Maths at Priory Rise is made with parents through:

- Half-termly newsletters
- Information on the school website
- Parent consultations
- Tapestry (FS and Butterworth), Marvellous Me (KS1 & 2)
- Homework

Role of the Curriculum Leaders

Maths is led across the school by leaders in each phase of the school. These roles include the following areas:

- To support in securing the highest standards of pupil achievement across the Maths curriculum through effective monitoring and evaluation.
- To formulate and review all policy documentation linked to the Maths National Curriculum as set out in the School Improvement Plan, in full consultation with SLT and teaching staff.
- To use data analysis effectively (national, local, school data and inspection data) to inform policies, teaching and learning and whole school improvement.
- To interrogate termly data, identify areas of poor performance and take effective action to remedy and eradicate underachievement.
- To update the Curriculum Progression document for Maths to ensure it is accurate across the school.
- To write a Maths action-plan and evaluate the effectiveness of the plan on an annual basis.
- To collaborate with and support teachers in ensuring progression and continuity across year groups.
- To advise and inform staff about assessment, recording and reporting procedures within the school and new information/resources/guidance.
- To monitor and evaluate the quality of teaching and learning in Maths throughout the school through teaching and learning observations, team teaching and work scrutiny, where appropriate.
- To lead staff development/training sessions for teaching and support staff as agreed with the Headteacher.



- To advise and inform ECTs and other new staff about the subject policy and practice in the school.
- To attend courses and meetings as appropriate and to evaluate and report back to staff on the essential issues covered.
- To keep up to date with current trends and research.
- To audit, order, organise and allocate resources throughout the school, both in classrooms and in resources areas.
- To provide information for the Governing Body at relevant curriculum committee meetings.

Linking Documents

This policy links to the following documents, policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Health and Safety policy
- Behaviour policy
- Maths Curriculum Progression document
- Number Facts Progression document
- Calculation Policy