

Title	Author	Reviewed and Approved		Review Date
Maths	J Hopwood	SLMT	December 2024	December 2026

SELBY COMMUNITY PRIMARY SCHOOL MATHEMATICS POLICY

AIMS

- To raise attainment and achievement in Mathematics across the whole school.
- To ensure that Mathematics is taught in an exciting, motivating and interactive way generating enthusiasm for the subject through Mastery Maths.
- To promote a life-long enjoyment of Mathematics and encourage pupils to realise its relevance and importance in real life.

ROLES AND RESPONSIBILITIES

The Headteacher and Senior Leadership & Management Team will:

- Set high expectations and monitor and evaluate learning, teaching and progress towards targets.
- Ensure there is a consistent whole school approach to learning and teaching in Mathematics in accordance with this policy.
- Keep parents, governors and all support staff well informed.
- Support the subject leaders and individual teachers.
- Regularly review the development of Mathematics through the monitoring and evaluation of the Achievement Action Plan.

Governors will:

- Support the staff in implementing the school's policy and action plan for Mathematics.
- Be well informed about the attainment, achievement and progress of pupils in Mathematics and how standards compare to the national picture and schools in similar contexts.
- Be involved in monitoring and reviewing progress on the development of Mathematics and planning further improvement.

The Mathematics Subject Leader will:

- Lead by example, showing a thorough understanding of the subject.

- Support teachers in areas of teaching, learning and assessment.
- Work alongside the Headteacher to monitor and evaluate teaching, learning, attainment, achievement and progress of all groups of pupils
- Work alongside the Headteacher and where appropriate other external agencies to set numerical and curricular targets across the school
- Identify training needs and plan and deliver training through Professional Development Meetings.
- Monitor resources, identify areas of need, prioritise and purchase within the allocated budget.
- Alongside a second teacher, partake in the NCETM Maths Hub activities. The school has completed the developing and embedding years and is now in the sustaining phase of the programme. This will continue indefinitely. It requires the teachers involved to attend training once per half term and encourages collaboration across a large network of schools. It also provides access to high quality free professional development to all staff in school through the Maths Hub.

Teachers will:

- Teach mathematics through a Mastery of Maths approach. EYFS work through the new framework, using resources produced by the NCETM Mastering Number scheme, which continues through to Year 5. Teachers will also use White Rose materials through to Year 6. Key stage 2 will also implement the Claire Christie approach to teaching times tables.
- Regularly mark work according to the school's Assessment and Record Keeping policy and use this to identify individual and more general gaps in learning. Make these clear to the children and support them (through 5 minute boxes) to improve. Where possible marking will be in the moment and will take place under 'silent solo.'
- Keep a record of pupil progress
- Work with the Leaders for Inclusion and Pupil Premium to ensure that all children participate fully in the Mathematics lesson and have access to other provision as is necessary so that they make good progress and achieve well.
- Maintain an up to date "working wall" with resources that model, support and extend learning linked to the current unit of teaching and display more permanent resources that pupils will need throughout most units of work.
- Have regular skills sessions where children carry out times tables and mental maths activities.
- Work on appropriate times tables to improve mental maths ability.
TTrockstars is to be used from years 2 – 6.

Support staff will:

- Undertake where possible continued professional development for learning and teaching in Mathematics.
- Have a clear understanding of their role in lessons and target time sessions.
- Understand the specific learning objectives and steps to success for each lesson particularly for the child / children they are focussing on and communicate these to the children clearly.
- Know the key vocabulary to be developed for each lesson, particularly for the child / children they are focussing on and communicate these to the children clearly.
- Where appropriate prepare resources to support the learning in the lesson
- Explain progress the children have made in the session to the class teacher. This can be verbally and written accounts in the children's books indicating how much help the child has received and how well they coped with the concept being taught.

Parents/carers will:

- Be encouraged to develop positive attitudes to Mathematics and actively support their children when homework is given.
- Be well informed of their children's attainment, progress and achievement through annual reports and parents' evenings.

TEACHING & LEARNING

Teachers will teach the lessons following the White Rose Scheme. Each lesson will begin with a Flashback 4 task that the children will work through and share ideas as a class. This task will be completed on whiteboards. The teacher will then select a 'challenge question', which will be used to deliver the, main learning in the lesson. White Rose provide comprehensive slides which are edited to suit the needs of the children. These are supplemented with Concrete activities when appropriate. When children move onto their maths workbooks the intention is that they work independently.

The lessons should maintain a good learning pace and use effective questioning to prompt, probe and challenge children's understanding and learning. All staff should be specific in their use of correct mathematical vocabulary and encourage pupils to use correct mathematical vocabulary with confidence.

Pupils will be given the opportunity to take part in class discussion, paired work and independent work and be engaged in challenging activities.

Cross-curricular links

Mathematics is taught mainly as a separate subject, but every effort should be made to link Mathematics with other areas of the curriculum.

ASSESSMENT, RECORDING AND REPORTING

See trust's assessment procedure for the generic principles and guidance on assessment and record keeping.

Teacher assessment levels

On-going assessments will be made on a daily basis through questioning, discussion and feedback given to pupils so that they know the next steps in their learning to move them forward.

SATs and optional testing

Every term children in y2 and y6 will complete assessments and will use optional tests/past papers where appropriate.

Towards the end of the academic year, pupils in Year 6 will take the statutory National Curriculum Mathematics tests. The levels attained by the Year 6 pupils must be reported to parents on their annual report.

Year 4 children will be assessed for their times table knowledge towards the end of year 4. The target is to answer 25 questions in under 6 seconds.

Children in other year groups will be given a NFER test each term. Results will be recorded on Insight.