



# Maths Policy

Middlewatch, Swavesey, CB24 4RN

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## Intent

### Intent vision statement

At Swavesey Primary School we aim to provide a broad, balanced and challenging curriculum which delivers varied and exciting learning opportunities. This enables us to motivate all pupils to 'leap into their learning' and make progress not only academically but to also grow a thirst for knowledge, instill a love of learning and become proficient independent learners throughout life. Maths is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. We are passionate to provide a high-quality math curriculum where children gain a deep and secure understanding in order that they can explore and enjoy mathematics and apply their understanding to other areas of the curriculum.

### ***School Aims and Aspirations for pupils:***

- To develop a secure foundation for understanding mathematics
- To develop an appreciation of the beauty and power of mathematics
- Gain a sense of enjoyment and curiosity about the subject
- To become fluent in the fundamentals of mathematics,
- To develop conceptual understanding
- To recall and apply knowledge rapidly and accurately.
- To reason mathematically using mathematical language
- To solve problems by applying their mathematics to a variety of problems with increasing sophistication

## Implementation

The school's overview Long Term Plan (LTP) and detailed LTP (see separate excel document) tracks the knowledge and skills taught across each year group including early years. This document ensures coverage of all of the skills in the maths assessment criteria. Where changes are required or desired in individual phases, teachers work alongside the subject leader to ensure that coverage of the key knowledge and skills is maintained.

### Overview of content

The Maths Curriculum at Swavesey Primary School follows the progression of skills and knowledge set out in the National Curriculum. We strive to make this accessible to all pupils and adapt teaching for the needs of our pupils. The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. A school calculation policy outlines the strategies, models and images to be taught in all year groups in line with the expectations in the National Curriculum.

The Curriculum is delivered through:

- Stimulating lessons aimed to engage and motivate all pupils that are planned separately from other subjects whilst incorporating cross-curricular opportunities if appropriate
- Regular opportunities to develop confidence with mental fluency, reasoning and problem solving
- Ensuring full coverage of all areas of the math curriculum
- Using models and images to make gain deeper understanding and make connections
- Planning small steps based on the National Curriculum expectations using a range of resources such as White Rose, NCETM resources and the school calculation policy (see separate policy)
- Using Working Walls to represent models, images and strategies to support learning.
- Providing adapted materials and opportunities, including scaffolded activities to challenge and support all pupils
- Clear links with the national curriculum objectives for Maths

Class teachers, with support from the subject leader, are responsible for planning and delivering effective lessons, in line with the national curriculum and the aims outlined in this policy. Our school has a maths lead, who is responsible for ensuring the implementation of this policy across the school.

## Enrichment and the wider community

Links with the community to enhance learning are welcomed in school. Where appropriate, visitors come into school to enhance the profile of maths. Local visits, including Fen Drayton lakes, are utilised to enhance learning opportunities including maths where appropriate.

## Impact

Assessment is an integral part of our teaching and learning cycle. Formative and summative assessment is used to track pupils' progress and direct our teaching.

Formative assessment is used in all sessions to provide on-going feedback either in writing or verbally. This is often to check for and address misconceptions before moving learning on and adapting future lessons based on children's current knowledge and needs. Verbal feedback is embedded in maths based on the Maths Verbal Feedback Policy.

Summative assessments are completed at the end of each term. Teachers are required to make a Below/Towards/At/Greater Depth judgement against each maths objective in the National Curriculum covered that term. This assessment information informs pupil progress meetings where those not on track to make expected progress are raised for discussion and an action plan created. At the end of the academic year a final judgement is made based on the attainment in the summer term. This information is shared with parents and supports transition conversations with the child's next teacher.

Regular assessments are carried out against the EYFS framework, including **mathematics**. On entering reception, the Reception Baseline Assessment is carried out which assesses children's language, communication and literacy; and mathematics. In the summer term teachers make a judgement against all the Early Learning Goals (ELG) which determines whether a child has met the Good Level of Development (GLD). Summative assessments made at the end of every half term to monitor children's progress throughout the year.

### **Subject leaders are expected to:**

- Offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of maths.
- Maintain resources and advise staff on their use.
- In conversation with the school business manager and Head teacher, manage their curriculum budget.
- Lead staff training on new initiatives.
- Attend appropriate in-service training and keep staff up to date with relevant information and developments.
- Help staff to use assessment to inform future planning.
- Track teacher assessment and discuss how judgements were made

The subject leader completes book looks, moderations, blinks and pupil voice to monitor and evaluate the procedures in place are positively impacting outcomes for all children.

### **This policy should be read alongside:**

SEND policy  
Equality and Diversity Policy  
Homework policy  
Early Years Policy  
Esafety policy  
Calculation policy  
Marking and Feedback policy  
Maths Verbal Feedback policy  
Health and Safety policy