

# Upton Westlea Primary School

## Maths Policy



“Inspire, Learn, Succeed”

Approved by staff: January 2024

Signed:

Approved by Governors:

Signed:

Review Date: January 2026

“The only way to learn mathematics is to do mathematics.”

Paul Halmos

### 1. Introduction

At Upton Westlea, we want all children to become mathematicians and develop their understanding of mathematical concepts in a range of contexts. We want all children to be able to use their mathematical understanding in the future to support them in their everyday lives.

### 2. Intent

The intent of our mathematical curriculum at Upton Westlea is to ensure that our children develop a healthy and enthusiastic attitude towards Maths. We strive to embed the skills necessary to enable our children to learn, succeed and be inspired to further their own learning within Maths. We aim to develop their knowledge, understanding and skills to support them in applying their learning in a range of different contexts. Through our teaching we want to ensure children can calculate, problem solve and reason to support them in their everyday life. We aim to develop children’s enjoyment of Maths through the planning and teaching of a range of different opportunities to build on the children’s conceptual understanding in enjoyable approaches. We plan opportunities for children to apply their mathematical skills in other curriculum areas including Science, History and Geography. We encourage all of our children to work both independently and collaboratively to develop their resilience within their learning.

### 3. Implementation

At Upton Westlea, we understand that the children need to be confident and fluent within the yearly objectives taught to support their progress in deepening their learning and tackling more complex problems and activities. To ensure consistency across the school within the teaching of Mathematics we use Maths No Problem within Years 1 to 6. Within Maths No Problem, the learning objectives are split down into smaller objectives to support the children’s learning and deepening their understanding in smaller steps to support their learning and progress. Within lessons, we encourage children to work collaboratively and engage in discussions to support their understanding of the new learning.

In all classes there are children of differing mathematical ability. We recognise this fact and provide suitable learning opportunities for all children by using low floor and high ceiling activities to ensure all children can access the new learning. We also achieve this by offering adult support to children who may need additional support.

Staff and pupils have access to a range of resources which are kept in classrooms. Appropriate software is installed on the school network which enables children to enhance their learning, as in modeling ideas and methods. Numicon (multi-sensory maths kit) is used in the Foundation Stage, KS1, and early KS2 to support children with special educational needs throughout the school. Wherever possible, we encourage the children to use and apply their learning in everyday situations. We use Times Table Rock Stars to support the children’s recall of times tables. The children are set activities to complete at home and the paper version is used regularly in school to support the children’s progress.

## Foundation Stage

Planning is taken from the White Rose Scheme for Reception. Staff within Nursery and Reception use the Development Matters document to plan and enhance Continuous Provision activities to support the children's learning within Number, with Shape, Space and Measure topics being planned for during the year. Within Nursery, the areas and activities covered can be found within the half termly pacers and weekly planning. For Reception, the overview of the White Rose being taught can be found on the LTP for Maths with activities and additional information included. In lessons, the children are taught Maths in a range of practical ways in both adult led and adult directed tasks. During child initiated play, children are encouraged to develop their mathematical skills; all areas include an element of both number and SSM where appropriate. Cross curricular links are made wherever possible and areas enhanced to provide challenge for pupils, giving children the opportunities to apply their skills in a range of different contexts. As a school, we have introduced Mastering Number. Mastering Number is a programme that supports the children's understanding of number and helps to support deepening their understanding within daily sessions. Children develop mathematical concepts and skills using stages within Development Matters and the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. We give all the children ample opportunity to develop their understanding of number, measurement, pattern, shape and space through varied activities that allow them to enjoy, explore, practise and talk confidently about mathematics.

## During Key Stage 1

Pupils develop their knowledge and understanding of mathematics through practical activity, exploration and discussion. They learn to count, read, write and order numbers to 100 and beyond. They develop a range of mental calculation skills and use these confidently in different settings. They learn about shape and space through practical activities, which build on their understanding of their immediate environment. They grasp mathematical language, using it to talk about their methods and explain their reasoning when solving problems. We are encouraging fluency of mathematical skills at the appropriate level for the age group. Opportunities for Greater Depth are planned for to support children's greater understanding within Mathematics. All children are given opportunities to develop their problem solving and reasoning skills in the different concepts that are taught throughout the year. Children have access to daily sessions of Mastering Number Programme to support them in deepening their understanding of the Number system.

## During Key Stage 2

Pupils use the number system more confidently. They move from counting reliably to calculating fluently with all four number operations. They are encouraged to try to tackle a problem with mental methods before using any other approach. Pupils explore features of shape and space and develop their measuring skills in a range of contexts. They discuss and present their methods and reasoning using a wider range of mathematical language, diagrams and charts. We are encouraging fluency of mathematical skills at the appropriate level for the age group. Opportunities for Greater Depth are planned for to support children's greater understanding within Mathematics. All children are given opportunities to develop their problem solving and reasoning skills in the different concepts that are taught throughout the year.

## Teaching mathematics to children with additional needs.

Within the daily mathematics lesson teachers not only provide activities to support children who find mathematics difficult but also provide appropriate challenges for children who are

high achievers or Gifted and Talented. Where applicable children's SEND profile targets incorporate suitable objectives from the National Curriculum and teachers keep these objectives in mind when planning. Interventions are planned in for Mathematics throughout the year, for specific children. As a school we use First Class @ Number 1 and 2 and also teachers plan and deliver boosters after school to support identified children.

#### 4. Impact

Daily formative assessment takes place with the class teacher marking and assessing the children's work and how they achieved during the lesson. Teachers use their daily formative assessments to adjust planning accordingly for the following lesson to meet the emerging needs of their class, groups and individuals. At the end of each textbook, Summative assessment takes place with each child from Year 1 to Year 6 completing assessments which provide standardised scores. Children's progress and attainment is discussed at Pupil Progress Meetings which are held ½ termly with Senior Leaders. The teaching and learning of Mathematics is monitored frequently by Senior Leaders and the Subject Lead through lesson observations, book scrutinies/dips and pupil voice interviews.

#### Assessment and monitoring

The assessment procedures within our school encompass:

- Making ongoing assessments and responding appropriately to pupils during 'day-to-day' teaching. These 'immediate' responses are mainly verbal and are not normally recorded;
- Using knowledge of pupils drawn from ongoing pupil tracking records and the progression document to inform 'prior learning' at the beginning of each unit of work to guide our planning and teaching;
- Adjusting planning and teaching within units in response to pupils' performance;
- Use of assessment papers are used to support assessment.

The school also uses:

- SATs and optional SATs for Y2 and Y6.
- Written tests are delivered, marked, scores collected and data is analysed (twice a year) to show areas of strengths and weakness in each class from Y1 - 6. This information then aids the following terms planning.
- Books and planning are evaluated by the mathematics subject lead throughout the year.
- Pupil profiles used in the foundation stage.
- Individual pupil tracking is used through the Insights programme.
- Teacher assessments for SEN children.

The results are used and analysed to inform teachers and parents of children's performance and potential. The results are also used to set challenging targets, track children and identify cusp groups. Analysis of assessment also informs of targeted areas of mathematical weakness in classes and throughout the school.

The mathematics Lead is released from her classroom to monitor and evaluate the quality and standards in mathematics throughout the school with lesson observations and book scrutinies.

For further information about our Mathematics Curriculum at Upton Westlea Primary School please see the overviews of learning for each year group and the calculation policy.

#### 5. Health and Safety

There is a separate subject risk assessment (if required) which is completed by the subject leader to assess any risks and ensure measures are put in place to when needed to ensure the safety of our pupils and staff.

#### 6. Inclusion and Equality Statement

Upton Westlea Primary School is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

At Upton Westlea Primary School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.