



Trinity Road

Primary School

RESPECT • ACHIEVE • BELONG

Mathematics Policy

Reviewed:	Summer 2020
By:	Chloe Albiston - Maths subject leader
Next Review:	Summer 2024
Ratified by Governors:	Combined Committee Summer 2020

Vision

At Trinity Road, we strive to ensure that all children have a passion for and knowledge and confidence in maths to enable them to solve problems and look at the world with positive and enquiring minds.

Aims

All children should be confident and secure in basic skills, mental strategies and their knowledge and understanding of number. They should be able to use this to solve problems and talk about their reasons and methods in maths.

Consistency, clarity and transparency are at the heart of Trinity Road's philosophy for all learners and people involved in children's learning and progress.

At Trinity Road, children can expect to use the CPA approach across mathematics learning. This involves concrete, pictorial and abstract aspects of all mathematical concepts to allow children to secure their knowledge and skills in a variety of ways with a deeper understanding of processes they undertake.

The Curriculum

The National Curriculum was revised and updated in 2014 to raise expectations of when children acquired particular mathematical skills and to focus on deepening and broadening their learning of all skills (mastery). Trinity Road uses the new curriculum teaching objectives and has embraced the philosophy of deepening learning. It is reflected in the school's vision, aims and teaching and learning practice throughout the school.

Basic skills are vital and integral to learning and understanding in maths. They enable children to manipulate numbers efficiently and support the understanding of the relationships between numbers.

All staff are expected to plan for, teach, assess and provide meaningful opportunities for children to practice and embed basic skills on a regular basis. The main foci for this are number bonds and times tables. Class teachers and support staff can expect to be trained and supported by the maths subject leader in understanding and delivering the maths curriculum.

Planning, teaching and learning at Trinity Road

All teachers are responsible for planning daily maths lessons using the agreed school weekly planning proforma. Learning objectives and coverage of the curriculum are taken from the agreed whole school planning and assessment document for years 1-6 and using the early learning goals document for EYFS. This has been derived from curriculum objectives in combination with guidance from the White Rose Maths Hub. The school has adjusted the timetable and suggested sequence of learning from White Rose to suit the needs of our pupils. This is regularly addressed and altered depending on the current cohort and the needs of these pupils.

Problem solving and reasoning are integral parts of weekly lessons and all planning is based on children acquiring and developing the skills they need in order to solve a problem in a range of contexts. Problem

solving is woven into all learning opportunities in maths, allowing children to explore open-ended investigations as well as solve closed problems. To ensure that all children are confident and secure in their use of number, all staff are responsible for following the Trinity Road calculation policy. This ensures that children learn a range of strategies for addition, subtraction, multiplication and division, know which is the most efficient method to use in different situations and understand the relationship between numbers. The calculation policy also sets out clear expectations for basic skills and mental maths. Class teachers and support staff can expect to be trained and supported by the maths subject leader in the planning and teaching of maths.

Regarding times tables, regular outdoor lessons are dedicated to exploring the relationship between numbers in tables and the process of multiplication (lots of). Times tables are taught in a concrete, pictorial and abstract way with emphasis on patterns and relationships in tables, as well as commonalities and relationships between different tables. Children learn these in a systematic order, starting with 2s, 5s and 10s. They move on to 3s and 6s, then 4s and 8s. Finally, they learn 7s, 9s, 11s and 12s with further links between these being made. Times Tables Rock Stars is an online platform used to practise and assess children's rapid recall of times tables and related division facts. This is used for practice both in and out of school, as well as for an increase in engagement due to the nature of the application.

Success for all learners (including SEN)

We are an inclusive school and expect all children to make at least expected progress and attainment. High importance is placed on identifying, supporting and challenging the learning of all children including SEN, more able and vulnerable groups. This is identified, planned and taught through a variety of learning opportunities. Quality first teaching leads to liaison with the inclusion team to initiate strategies such as: one-to-one and group intervention strategies, booster and extension clubs and strategic deployment of additional skilled staff such as HLTAs.

Assessment

Trinity Road has embraced the national change towards assessment without levels. We have created a school planning and assessment document that uses the national curriculum objectives to assess children's attainment against the expectations for their year group (banding 1-6). Children's progress within this can be seen as they move between 'beginning, beginning +, working within, working within +, secure and secure +.' This data is to be entered onto Target Tracker every term and used by class teachers, the maths subject leader, senior leadership team and inclusion lead to monitor and action as needed to ensure whole school attainment and progress. Class teachers are to set short, measurable, attainable and realistic targets (SMART) for children which will be set with and shared with children and parents/carers during Learner Conferences. Progress towards and achievement of these targets will then be shared with children in school and to parents/carers in reports sent home. Children are to record learning in maths books and high standards and expectations for presentation should be set by all staff. All learning is to be marked accurately with quality next steps for learning given, unless verbal feedback has been given and any misconceptions have been addressed accordingly. Children are expected to respond to next steps and this is to be acknowledged and checked by teaching staff. Class teachers and support staff can expect to be trained and supported by the maths subject leader in the assessment of maths.

Home learning and support

Home learning is set and marked by all teachers on a weekly basis. All children are expected to complete and hand this in on time. The school and maths subject leader are also continually working towards providing and extending additional high-quality learning links and opportunities for children and parents to explore maths at home. The vehicles to achieve this currently being explored by the subject leader are: a list of high quality websites and internet links, problem solving and number activities to be sent home and parent/carers workshops and events.

Understanding and accessing information about learning and progress

Children can expect to be given regular verbal feedback and next steps by class teachers and support staff. They will also receive written feedback if verbal feedback has not been given in learning time. Parents/carers can expect to receive written information about attainment and progress in interim and full reports, be contacted by class teachers about any further aspects of learning that may affect their children as they arise and know that they can arrange to see class teachers to discuss their children's learning at any time. Governors can expect to be kept up to date with whole school data, be shown how planning and assessment takes place and know about training and mathematical pedagogy that takes place in school. External educational visitors to Trinity Road can expect to see children making progress during engaging quality first teaching lessons, access clear and up to date records and evidence of attainment and progress through children's books, the Trinity Road planning and assessment documents, key skills attainment records and Target Tracker.

Response to COVID-19

Due to school closure from March-September 2020, a recovery curriculum will be put into place. This will cover basic skills from the previous year group that may have been missed as well as areas of the maths curriculum that may not have been taught at all. Additional groups/ tuition will be offered where possible in response to national catch up programmes.