



Sir John Lillie Primary School

Maths Policy

1. INTRODUCTION

At Sir John Lillie, we are committed to providing an excellent maths education for all our pupils. This policy outlines our approach to teaching and learning mathematics, ensuring that all pupils make good progress and develop a secure understanding of mathematical concepts.

2. AIMS AND OBJECTIVES

By promoting Maths at SJL we aim to:

- Develop a positive attitude towards mathematics, fostering enjoyment and enthusiasm among our pupils.
- Ensure all pupils become fluent in the fundamentals of mathematics, including the ability to recall and apply knowledge rapidly and accurately.
- Enable pupils to reason mathematically, so they can analyse and evaluate problems and solutions effectively.
- Support pupils in solving problems, both independently and collaboratively, promoting resilience and creativity.
- Make maths relevant and meaningful to the children so that they can see why maths skills are important.
- Build pupils' mathematical knowledge and understanding progressively, providing a solid foundation for future learning.

3. KEY ASPECTS IN THE STUDY OF MATHS

- Introduce new concepts using concrete resource, images and ICT tools to enhance understanding and support conceptual understanding.
- Develop pupil's fluency, reasoning and problem solving skills.
- Enable children to make links between different mathematical concepts
- Teachers have high expectations and embed the mastery approach by supporting and challenging pupils through depth.

4. CURRICULUM ORGANISATION

Our school follows the 2014 National Curriculum for mathematics an, which is organized into the following key areas:

1. Number and place value
2. Addition and subtraction
3. Multiplication and division

4. Fractions, decimals, and percentages
5. Measurement
6. Geometry - properties of shapes
7. Geometry - position and direction
8. Statistics

Each year group will cover all these areas but with increasing complexity and depth as pupils progress through the school (see mathematics progression map). Following the White Rose Maths scheme of learning ensures teachers use well-sequenced, carefully planned lessons that build on prior knowledge and understanding.

5. ROLES AND RESPONSIBILITIES

The class teacher is responsible for the planning, teaching and assessment of Maths. Every teacher is required to follow the guidance set out in this document. The Maths team as well as the SLT are responsible for:

- Monitoring the teaching and assessment of Maths throughout the school.
- Auditing and ordering resources
- Managing the budget
- Completing data analysis
- Writing the Maths action plan
- Updating and reviewing the maths and calculation policies
- Ensuring staff are informed of relevant changes and updates.

Every new member of staff undergoes an induction when they start work at SJL. During this their roles and responsibilities are explained in detail. For additional information about roles and responsibilities please refer to the individual job descriptions as well as the induction manual.

6. TEACHING AND LEARNING

Lessons include:

- Daily practice of counting, number facts, including times tables, mental calculations, and number bonds.
- Tough ten arithmetic questions.
- Last, last, last, last' questions to reinforce previous learning
- True or False question.
- Encouragement of mathematical talk and collaborative learning.
- Planned, regular opportunities to deepen their understanding and make connections within maths as well as in other curriculum areas.
- Learning is supported through use of resources.
- Whole class and teacher led activities as well as small group work.
- Providing appropriate challenges for all children.
- The **White Rose Maths** scheme of learning is followed by all year groups.
- High-quality, interactive whole-class teaching, including clear explanations and modelling.
- All learners having the same opportunities to access the curriculum and being challenged appropriately.
- Effective use of concrete resources, visual representations, and ICT tools to enhance understanding.

- Regular opportunities for pupils to reason mathematically and solve problems in a range of contexts.
- Use of assessment for learning strategies, such as formative feedback, to inform teaching and track progress.

7. ASSESSMENT

EYFS

Assessment notes are recorded throughout the day by all adults during both focus activities and child initiated activities. Observations and assessments are used to inform subsequent planning.

Class teachers are responsible for recording observations and assessments online using Target Tracker and it is their responsibility to ensure these are updated regularly.

Each child has their own online profile, where observations are recorded chronologically.

Reception teachers will also keep an assessment folder

Nursery – staff will review progress of the children each term within a team meeting. Key persons will discuss progress that children have made and identify any gaps or areas of concern. Information is passed onto EYFS Manage

Key stage one and two

Individual pupil tracking on target tracker is used to ensure timely interventions for those who require additional support.

Constructive feedback is provided to pupils to support their learning and strengthen their mathematical understanding.

Key stage one: use teacher observations, teacher assessment and end of unit tests in year 2 to assess the children.

Key stage two use half termly tests or end of unit tests from White Rose Maths to support teacher's assessments.

At the end of key stage 1 there are teacher assessments and at the end of key stage 2, Year 6 have the Standard Assessment Tests. In year 4 there is the multiplication tables check (MTC).

8. RESOURCES

We aim to ensure that there are sufficient resources available for all Maths teaching units in the school. Resources are kept in individual classrooms. It is the role of the Curriculum team to liaise with each year group to ensure that there are sufficient resources available and source new ones from the annual Maths budget.

Resources available for Maths are:

- Calculation Policy
- White Rose Maths scheme of learning
- Testbase KS1 and KS2
- Target maths pupil books years 3-6

- Each class should be stocked with appropriate concrete resources
- Convince me cards
- Real word maths problem cards
- Tough Ten questions
- Mastering number reception and KS1 planning

9. **EQUAL OPPORTUNITIES**

We will provide opportunities for all our children, regardless of gender, race or disability. For more information on equal opportunities, please refer to SJL's "Equal Opportunities" policy.

10. **DOCUMENT REVIEW**

This maths policy will be reviewed on an annual basis to ensure it reflects any updates to the 2014 National Curriculum in England and any changes in the expectations set by the relevant inspectorate.