



## **Copnor Primary School** **Mathematics Policy**

### **Policy Availability**

This policy is available on the school website ([www.copnorprimary.co.uk/information/policies](http://www.copnorprimary.co.uk/information/policies)) and paper copies are available upon request from the school reception.

### **Rationale**

Mathematics is an important tool for everyday life, which teaches us how to make sense of the world around us, by developing the ability to calculate, reason, and solve problems.

### **Aims**

- to increase pupil confidence in maths
- to develop a positive attitude towards mathematics
- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- to develop pupils' ability to reason mathematically and develop an argument, justification or proof using mathematical language
- to encourage pupils to solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

### **Provision**

#### **Early Years Foundation Stage**

In EYFS, pupils are encouraged to think mathematically through child-led activities. EYFS teachers support pupils understanding in line with the DfE's EYFS Framework. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - pupils will develop a secure knowledge and vocabulary from which a mastery of mathematics can be built.

#### **Key Stage 1 & Key Stage 2**

KS1 & KS2 pupils receive daily one-hour mathematics lessons, as well as shorter 'Quick Maths' sessions in the afternoons. In addition to this, they are encouraged to make mathematical links across different areas of the wider curriculum, such as Computing and Science. Pupils are taught from the National Curriculum for Mathematics. They are encouraged to follow a learning journey that enables a mastery of maths concepts, starting with concrete examples and resources, then moving on to pictorial representations and manipulatives, and finally abstract mathematical problems.

All year groups (Y1-6) spend the first 5 minutes of each maths lesson working on basic arithmetic problems, which we call 'Fluent in 5'. This enables them varied and frequent opportunities to strengthen their fluency and rapid-recall of number facts.

### **Pupils with SEND, including the more able**

Children with Special Educational Needs are identified through the SEN register and appropriate intervention is carried out in every year group in consultation with the SENCO, Maths Lead and class teacher. The more able will be provided with opportunities to extend their learning through the depth of the challenge provided and how they are expected to prove their reasoning.

### **Roles and Responsibilities**

The implementation of this policy is overseen by the school's Maths Lead and Senior Leadership Team, and is monitored by the Headteacher and School Governors. Although the maths team will support the teaching of maths and carry out monitoring of across the school, the headteacher is responsible for ensuring that maths is taught consistently across the school.

### **Staff**

The school staff will support and nurture pupils' understanding and enjoyment of mathematics. They will provide a consistency of mathematical approaches and vocabulary across the school, to strengthen and build upon pupils' prior knowledge, year on year.

### **Pupils**

Pupils are expected to apply themselves fully to the variety of mathematical concepts they will be faced with throughout their time at Copnor. They will call upon the diverse range of tools that they are provided with to make their own mathematical links across concepts and justify their own reasoning.

### **Parents**

Parents can support pupils' maths learning at home by helping with homework, as well as highlighting maths in real-life contexts (e.g. telling the time, counting money etc.). Parents are supported by the school and are provided with up-to-date mathematical methods and concepts through the school website and the calculation policy, which is available upon request.

### **Assessment Recording and Reporting** – see assessment policy

Assessment is carried out half-termly by measuring children against End of Year expectations for their year group. Ongoing assessments are completed through maths challenges and independent tasks given to children at least a week after they have been taught a concept.

The children are judged at the end of the year as to whether they are Emerging, Expected or Exceeding against the end of year expectations for their Year group.

### **Monitoring**

The day-to-day monitoring of mathematics at Copnor is carried out by the Maths Lead and members of the school's Maths Team. This is further monitored by the Senior Leadership Team through regular learning walks, book moderations and pupil conferencing.

Policy updated: February 2021

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