

Our Lady of Compassion

Catholic Primary School

“Compassion and achievement for all”

Mathematics Policy

Draft – To be agreed by Governors Spring 2022



Statement of Intent

At Our Lady of Compassion, we have very high standards of expectations from both teachers and pupils. We would like to create an environment where children are positive and enthusiastic towards Maths and enjoy being challenged, whilst developing strong mathematical skills and **resilience** towards problem solving. Through this, we believe that children will be engaged with Mathematics and flourish to reach their potential.

We aim to do this by:

- Fostering and nurturing a curiosity towards the subject that will stay with the children for the rest of their lives.
- Providing 'real life' opportunities so pupils make links and understand its purpose.
- Providing opportunities to apply their mathematical knowledge to other areas of the curriculum confidently.

We want children to develop fluency, reasoning and problem solving skills across the mathematical curriculum and therefore creating children who are confident and competent mathematicians. Thus making their transition to high school seamless and also increasing their **employability** in the future.

Scheme of work:

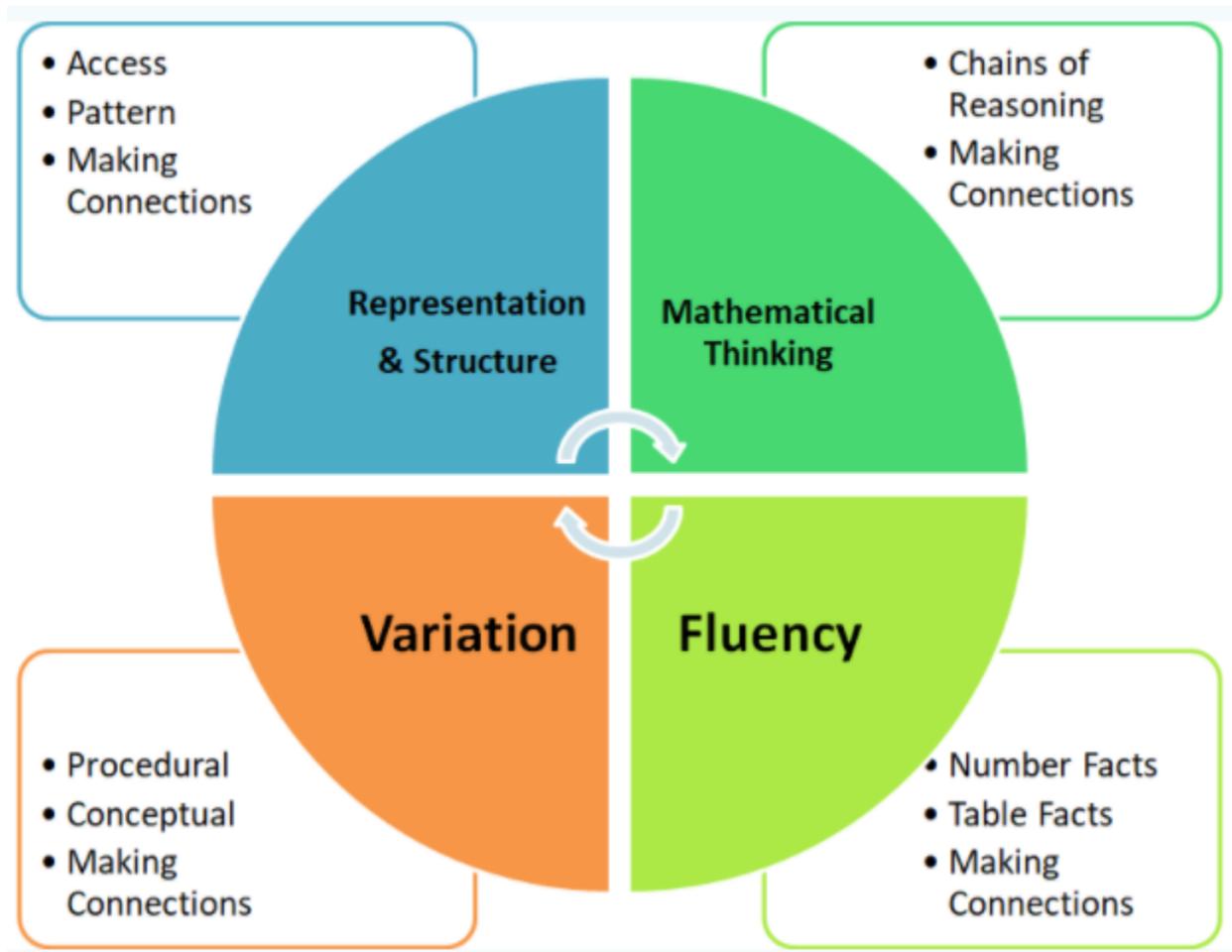
At Our Lady of Compassion, we use the White Rose Maths from Reception (EYFS) to Year 6. Teachers use WRM to guide their own daily planning and they use assessments based on their classes strengths and weaknesses to ensure that the scheme is unique to the class. The scheme plans blocks (units) of work topics that build-up during the course of the year, so that children can progress and achieve.

We also use Classroom Secrets, this scheme runs in-line with White Rose Maths and has supporting resources to use, as well as additional reasoning and problem solving to challenge pupils within their age related learning. At Our Lady's, we use Nrich Maths to help develop pupils' strategies in solving problems. These extra resources can run alongside or in addition to White Rose Maths. Every child has a TTRockstars account and each teacher will allow children time within the curriculum to practise their times tables using the software. Learning by Questions is a platform for teachers to use within or as a lesson that uses a range of questions from fluency, reasoning to problem solving. A teacher can use this to help aid assessments of a child as it gives 'live'

assessments on children across a range of areas instantly. This platform can also be used to reduce marking for teachers in line with government initiatives to reduce teacher workload.

The learning strategies teachers use:

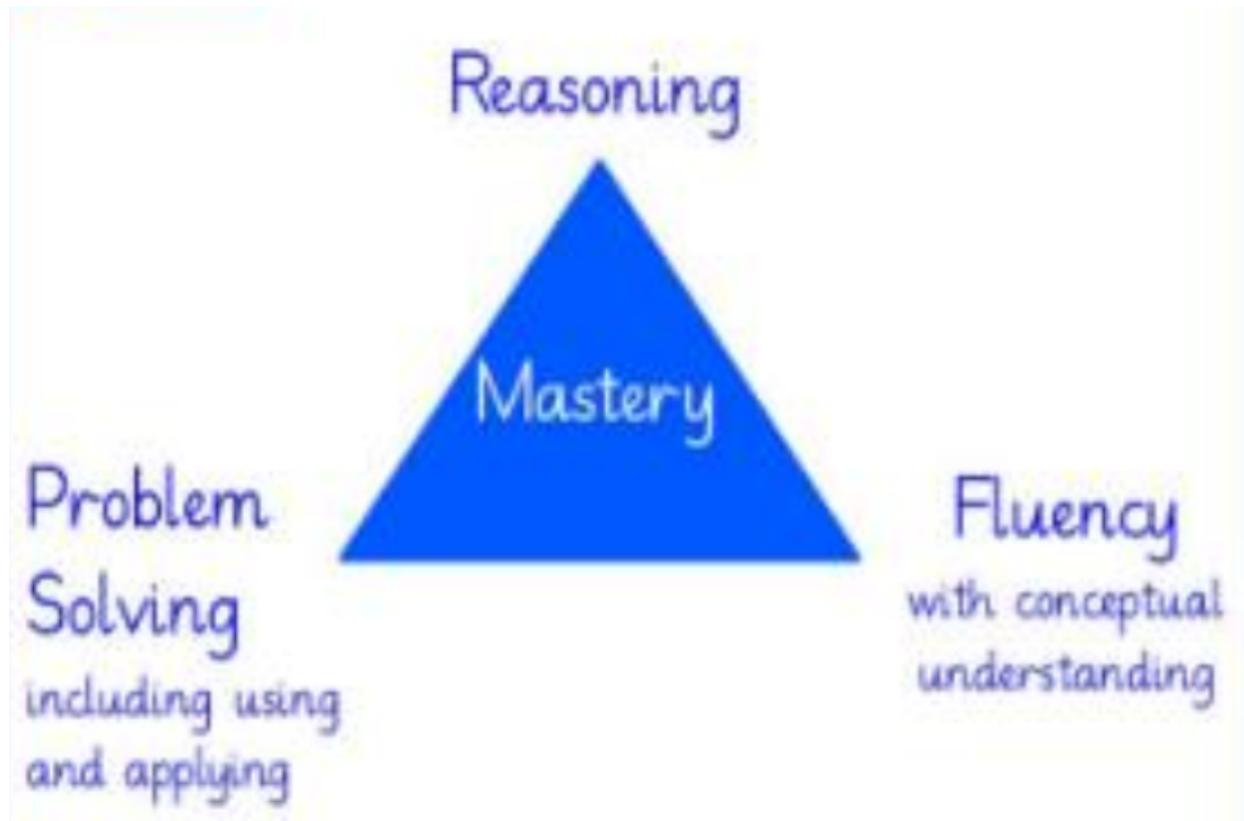
It is important that children are allowed to explore Maths and present their findings not only in a written form but also visually and verbally; to that end the school will adopt the concrete, pictorial and abstract approach.



Ref: mathshub.org.uk

This will allow the children to experience the physical aspects of Maths before finding a way to present their findings and understandings in a visual form before relying on the abstract numbers. Within every lesson, key vocabulary is shared, discussed and explained and children are encouraged to use it when discussing in lessons and reasoning in books. Within the lesson, pupils are encouraged to use resources and equipment (concrete manipulatives) and models and images, concrete, pictorial and abstract. Teachers use careful questions to draw out children's discussions and their

reasoning. The class teacher then leads children through strategies for solving the problem, including those already discussed. Independent work provides the means for all children to develop their fluency further, before progressing to more complex related problems allowing them to reason and problem solve.



Teachers at Our Lady's attend staff meetings that regularly have a Maths focus, and which provide information on current thinking, introducing staff to new teaching methodologies and ideas. The school has been involved with North West Maths Hub for Learning in relation to the teaching of Mastery.

It is important that parents and carers are actively involved in the children's education. In order to help keep them informed of what is happening within school, we use social media, such as Twitter. Each teacher has a personal account and parents may follow their child's learning. Each subject also has an account, for example @OLOcmaths, which retweets all the maths that is happening around the school. We also tweet information pertaining to current competitions.

Assessment:

Within the classroom, planning will demonstrate opportunities for children to be challenged and together with AfL (Assessment for Learning) opportunities (speaking and listening and self/peer assessment) and teacher assessment.

In order to inform planning and to assess children's progress, teachers will use a range of informal strategies, such as AfL, children's books, weekly tests, TTrackstars information, Learning by Questions to make informal judgements on children's abilities. Summative assessments are used termly. At Our Ladys, we use NFER to assess in Mathematics. Teachers are then required to track pupils using Our Lady's unique Arbor assessment grids, tracking both scaled scores and age related expectations. Both informal and summative assessments will be used to give a judgement in each term in a child. Teachers will feedback their judgements in termly progress meetings to SL/HT. When marking work teachers should adhere to the school's Marking Policy (Currently in draft 2021).

Resources and Displays:

Each classroom will be resourced with materials to support the delivery of Maths; such items might include number lines, multiplication tables, 100 squares, 2D and 3D shapes, multilink cubes, dice and other smaller items. Larger materials such as scales, trundle wheels and measuring cylinders will be held centrally in the store cupboard in the Junior corridor.

Children should be encouraged to use whatever resources are available to them in the classroom and which they feel would be beneficial to help them when completing Maths work.

Each classroom should have a display dedicated to Maths; this could be in the form of a working wall, strategy board or problem solving area and pupil voice should be evident.

Inclusion:

In line with the School's Inclusion Policy each child will have an equal entitlement to all aspects of the Maths curriculum and to experience the full range of Maths activities. Therefore, in delivering Maths, care will be taken to ensure that a variety of learning styles are accessed and teaching methods adopted. Intervention groups will take place both within the Maths lesson and outside; these sessions may be delivered by the teacher or teaching assistant and may involve individual or small group work, accessing both ends of the learning spectrum