



Mathematics Policy

Date of Policy/Reviews	Author(s)	Approved by Gov. Body	Date for Review
Oct 21	Vicky Kennedy	15/11/21	Autumn 2024



Our Vision

At Rosehill Methodist Primary Academy our Methodist ethos and values are at the core of everything that we do and are the foundations for teaching and learning. All children at Rosehill are valued and diversity is celebrated throughout our curriculum and our school community. We have high aspirations for all of our children and through a safe, happy and engaging learning environment we prepare our children to become successful, confident and caring lifelong learners. We understand the important role that parents and carers have in their children's education and at Rosehill we ensure that parents are well-informed and provide regular opportunities for them to share in, and celebrate their children's learning.

Our aims

- To create a safe, happy and engaging learning environment.
- To uphold our Christian values as part of our day to day lives, in school and within the wider community.
- To provide high quality and memorable learning experiences, enabling all our children to experience success.
- To maintain strong links with parents and carers, so that we can jointly ensure that 'Rosehill Children Can Find Great Success'.
- To maintain strong links with the wider community and beyond, to 'do all you can'.
- To provide a coherent, structured, academic curriculum, which is knowledge rich and skills driven that will lead to sustained mastery for all with unlimited aspiration.
- To provide an opportunity to develop interests and overcome barriers through our curriculum drivers. The drivers are used alongside our values to underpin the direction and development of all areas of school life.

Our Curriculum



Our Values

We are committed to our Christian values and teaching the children at Rosehill how to apply them to their daily lives. Our children use 'Rosehill Children Can Find Great Success' to remember our

Respect

Compassion

Courage

Forgiveness

Generosity

Service

Safeguarding Statement

Safeguarding our children is of paramount importance to us at Rosehill Methodist Primary Academy. It is important to remember that safeguarding is **EVERYONE'S RESPONSIBILITY** and every adult in a child's life should do what they can to ensure children are (and feel) safe, loved and respected, in order for them to flourish.

We are committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil, both inside and outside of its schools premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

“Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history’s most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.”

National Curriculum 2014

Our Aims

We aim that all pupils:

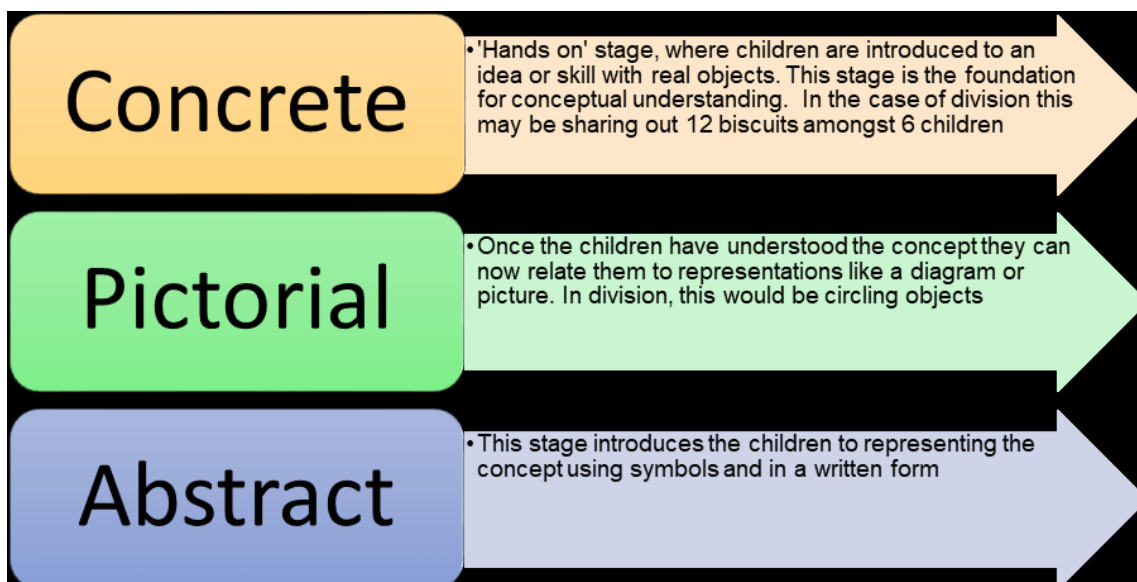
- Become fluent in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Can solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios.
- Can reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.

Our beliefs:

We believe that ability within Mathematics is not fixed. We are developing a “We Can” attitude towards Mathematics. We believe that through quality first teaching, intelligent practice, learning together and immediate intervention that all children have the potential to ‘go deeper’ and broaden their understanding of mathematical concepts.

Planning, Teaching and Learning

Rosehill follows the CONCRETE – PICTORIAL - ABSTRACT (based on research by Bruner) style of teaching to ensure children have a true understanding of a concept. In Years 1-6 we have developed our curriculum following the White Rose Hub scheme of work and by using ‘Power Maths’ to allow learners to achieve a secure and deep understanding of each mathematical concept. Through the use of ‘Power Maths’, teachers ensure that knowledge, reasoning and problem solving are incorporated in all weekly planning. We ensure that reasoning is at the core of every lesson. Lesson planning ensures that the needs of all learners are met within every lesson and that all children are appropriately challenged. In Early Years, the principles of the EYFS Framework are followed, and there is the opportunity to ‘explore maths’ and develop their understanding of mathematical concepts through taught sessions, structured independent activities and through play.



Number Fact Knowledge

We believe that secure, fluent knowledge of number facts (addition, subtraction, multiplication and division) is fundamental to being able to succeed in maths therefore this is a high priority at Rosehill. We have a clear progression in number fact knowledge that is followed and number facts are practiced daily. Parents/carers are made aware of the number fact that their child is working on so that they can support them in learning this at home. TTRockstars and Numbots are used to motivate and help children to master knowledge of the addition and subtraction facts and multiplication tables.

Resources

Concrete resources are made available to children to support them with their learning. Use of concrete resources is determined by the newness of the concept being taught and the child's level of understanding of the concept.

Display

All classrooms have a 'Maths Working Wall' which is positioned at the front of the classroom. This is used to support the children with their learning during every lesson.

Assessment

At the end of each lesson, the teacher makes a judgment as to whether each child has achieved the learning objective and uses this to inform future planning and intervention needs. At the end of each unit, a short assessment is carried out to enable the children to demonstrate what they have learnt and so that gaps in learning can be quickly identified. Termly assessments are carried out under test conditions and the results of these are records on FFT. **Children with SEND are assessed using appropriate tasks and activities and a termly teacher assessment is made. These assessments use the government issued pre-key stage and national assessment standards.** All staff attend half termly Pupil Progress Meetings where the progress of all children is discussed and with members of the senior leadership team. Attainment and progress data is analysed and compared to children's predictions

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based on prior attainment. From this, further actions are identified. KS1 and KS2 assessments are analysed by the subject leader and the senior leadership team and these feed into the subject action plan, school SEF and School Improvement Plan.

Feedback

Children's work is marked and either written or verbal feedback is given. Every lesson, time is allocated for children to review their previous learning and where necessary make corrections or improvements to their work.

Inclusion

In line with the school's Inclusion Policy each child will have 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.

Special Educational Needs

Children with SEND are normally taught within the daily mathematics lesson. They work at a level which is appropriate to meet their needs. When additional staff are available to support groups or individual children, they may do so in class or may withdraw small groups to use intervention materials.

Children work on a progression of objectives taken from the EYFS framework and the KS1 ready-to-progress guidance. Working on this progression of objectives helps the children to build a strong foundation on which to build their mathematical skills and understanding. In addition to this, the children have precision teaching of the number facts which they need to learn. They use concrete resources throughout their learning to support and embed understanding.

Equal Opportunities

Within the daily mathematics lesson teachers provide activities to support children who find mathematics difficult as well as activities that provide appropriate challenges for children who are high achievers in mathematics.

Specific Groups

Analysis of mathematics achievement and progress is carried out termly and this is tracked against prior attainment and end of year/Key Stage predictions. Pupils who are making below expected progress are discussed and appropriate plans made to support them. Pupils entitled to pupil premium are given additional support where appropriate and the effectiveness of this is monitored termly. Pupils with English as an additional language are given additional support as appropriate and their progress is closely monitored.