



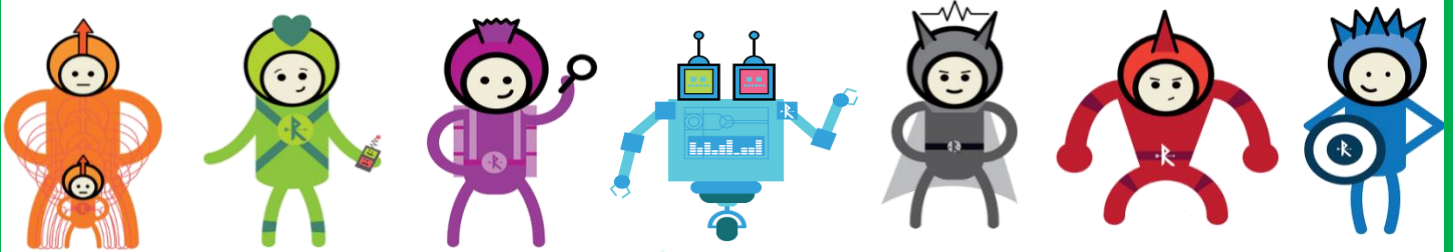
Maths Policy

Review frequency: Annually (2022-23)



“Mathematics is a creative and highly interconnected 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

*“Our curriculum is broad, balanced and meets the requirements of the National Curriculum. It has a **project-based, thematic** approach and provides all children with a range of **rich and memorable learning experiences**. Our curriculum develops the key skills exemplified in our Learning Charter; **challenge** yourself, **collaborate** with others, be **proud**, **reflect** on your learning, be **resilient**, show **respect** and have **thirst for knowledge**.” Robin Hood Primary curriculum intent.*



Intent

At Robin Hood, maths is a core subject that is delivered through a progressing mastery maths approach. This is in order to deliver the three fundamental aims of the National Curriculum: **reasoning, fluency and problem solving**. The curriculum is designed to be **broad and balanced** and cover all subject areas in the required amount of depth to ensure the children are able to succeed in all aspects of the maths curriculum, particularly those that have been historically weaker for us as a school. Underpinning this choice of pedagogical approach is the belief that all children can succeed by **challenging** themselves (**aiming high**) and they CAN achieve in maths and be **proud** of themselves for their achievements. We aim to ensure that all children have full access to the mathematical curriculum, through the use of support materials and through deepening understanding to a greater depth. We aim to develop mathematicians who are able to be independent and show **resilience**. We aim to create children who are confident enough to call upon the variety of strategies at their disposal to make choices of efficient methods to use in a variety of situations. We aim to deliver maths in a meaningful manner that enables children to see the relevance of mathematical skills in their everyday lives and prepare them for the future; both to leave us being ready for secondary school, competent and proficient in their maths skills; and to prepare them for the ever-changing landscape of the world and the relevance maths will play in their future careers.

Implementation

- Lessons follow a mastery approach to teaching, using The White Rose material as a guide to scaffold lessons- with deepening understanding (excel & exceed) questions in every lesson that focus on problem solving and/or different contexts.



- All classes deliver a 10-15 minute daily (age dependent) session focusing on fluency skills.
- CPA approach is adopted when planning and delivering lessons with a strong focus on the use of different representations both in shared sessions and independent work- making these relevant to everyday situations where possible.
- Concrete resources are readily available and easily accessible in classes for children to access as and when they need to for support.
- To ensure coverage of geometry objectives, a weekly geometry session is taught in all classes as a stand alone 'geometry blast' lesson.
- Years 4-6 have a weekly arithmetic session to ensure competence in these skills for the written paper in Year 6.
- Same day catch up sessions have been used more widely across school where TA's have tried to ensure they are closing the gap for those children who need it. Time in brainy breakfast has also been given to catch-up and pre-teach for some children.
- All Key Stage 2 children have access to TTRockstars to support their learning, which is accessed in school time and can be accessed at home. Children across school from Y1-Y6 also have access to Numbots to aid their learning.
- Pre and post topic assessments are carried out to inform planning (pre) and to highlight areas of weakness where future teaching may be needed (post).
- In Years 2-5 children sit termly formal assessments, where scores can be standardised and progress monitored.
- Year 6 carry out regular assessment weeks using previous SATs papers.
- Our school brick walls for maths have been planned to show clear progression of objectives and are used as a means of assessment.
- Progression maps for each element of maths are filled in once objectives are covered so subsequent year groups can see any gaps in learning.
- Jane Gill to work alongside NM and teachers in Year 1 to ensure number sense/fluency is given a high priority and planned into weekly timetable.
- NM to attend maths leadership network meetings (at least once a term) to keep up to date with new thinking.
- Jane Gill to deliver a number sense session for all year groups to observe.
- NM and Jane Gill to conduct a review of challenge in lessons for HA (with a particular focus on Year 2).
- There have been between 5-8 maths ambassadors since we have used these. 2021-2022 had 5 ambassadors and the decision was made that they were from UKS2 going forward. They visit KS1, EYFS and LKS2 classrooms once a week to enforce key number skills (number formation, counting, addition and subtraction facts).

British Values

Maths teaching in school promotes the British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. We carry out a lot of paired and group work in maths which promotes the values of respect, tolerance and democracy as we have to work together to accept each others ideas and take turns when playing maths games. Maths encourages the rule of law as it encourages us to follow rules when playing games and rules for calculating need to be

followed for the 4 operations, geometry and algebra. Maths promotes individual liberty as it encourages children to make mistakes and build on their learning based on these mistakes. It also encourages children to take risks when they are problem solving and explore different ways in which to calculate problems.

Adaptive Teaching and SEND

Maths teaching is adapted to the needs of learners in a variety of ways to ensure inclusivity. The teacher's role is to monitor each child's learning and to adjust instruction as necessary. Strategies used to support learners in Maths include using differentiated materials, scaffolding tasks and providing more or less adult support. Lessons have an excel and exceed task to challenge those children who have achieved the ARE objective. Pictorial and concrete representations are also readily available in lessons to support those children who need an extra scaffold to aid their learning. In Key Stage 2, those children working significantly below age related expectations, access the hub for a more bespoke curriculum that meets their needs.

Impact

KS1 Attainment in Maths	
2020-2021	64% @ EXS 9% @ GDS
2021-2022	72% @ EXS 5% @ GDS

KS2 Attainment in Maths	
2020-2021	65% @ EXS 10% @ GDS
2021-2022	68%@ EXS 25%@GDS