



# HORSLEY C of E PRIMARY SCHOOL

## *Together, we can*

*Jesus said, 'Love one another as I have loved you' (John, 13)*



## Our Maths Policy

### INTENT

At Horsley Primary School we are developing Mathematicians of the future. Through our Christian ethos we believe that together, we can all become confident, efficient mathematicians ready to tackle problems in a logical manner.

The aims of the National Curriculum underpin our delivery of mathematics; children will become fluent in the fundamentals of mathematics, reason mathematically and be able to problem solve with efficiency. As a school where children welcome challenge and where aspirations are high, a mastery approach is essential to enable all children to succeed in Maths. Achieving mastery means acquiring a solid enough understanding of the maths that has been taught to enable children to move on to more advanced material, ensuring they continuously receive challenge and depth.

Mathematics is an international language that will support our children as they move forward into our ever changing world. At Horsley Primary School we enable our children to be confident and courageous in their understanding of the procedures for mathematic concepts. Mastery Maths ensures that all children are enabled to flourish through an inclusive and challenging curriculum and are ready for the proceeding Key Stage.

### IMPLEMENTATION

At Horsley Primary School Mathematics is taught to each year group separately to ensure each year group receives their specific maths curriculum skills and knowledge. On occasion

when knowledge and skills overlap between year groups they may be taught as a mixed cohort but this is much more rarely seen at our School.

### EYFS

In EYFS children are taught Maths in discrete Maths sessions, as well as Maths exploration being facilitated through continuous provision. Whole class discrete teacher led sessions are interactive and follow small steps. Children are taught together through use of songs, manipulatives and story-telling to understand mathematical concepts. Reasoning is encouraged and supported throughout the provision for Maths in EYFS. Children participate in focussed Maths activities that follow the whole school Mastery approach (Do It, Secure It, Deepen It).

### KS1 and KS2

In KS2 children are taught through whole-class interactive teaching, where the focus is on all working together on the same lesson content at the same time. This ensures that all can master concepts before moving to the next part of the curriculum sequence, allowing no pupil to be left behind. This is then applied to their independent task where children follow through a USE IT, SECURE IT and Deepen it activity;

USE IT – This activity will be an opportunity for children to apply their fluent understanding of the concept being taught.

SECURE IT – This activity will allow children to reason and apply their fluency understanding in a different concept, securing their understanding. These activities will focus around a 'what is it not?' style question or 'How do you know this is correct/incorrect style-question.

DEEPEN IT – This activity is where children are encouraged to deepen their understanding of the task by problem solving. This activity will often include empty box questions or prove it style activities.

During the taught session and the independent application activities children are structured and supported through the use of manipulatives, visuals and verbal support from either the Class Teacher or a Teaching Assistant. The use of reasoning is key at every stage of mathematics teaching and this is supported in each classroom by the use of stem questions and sentences. At every stage of teaching, questioning, reasoning and depth of learning is encouraged to challenge learners from their starting point.

Working Walls add to the scaffolding that children may need to succeed in their understanding of a concept. The use of pre and post teaching ensures that children are supported to secure their understanding of taught concepts.

As children progress through our school they are supported by the use of concrete manipulatives in mathematics until they are secure enough to move onto to using pictorial strategies and then advancing to a more abstract method of calculating and problem solving. The use of manipulatives is supported and encouraged through the school from EYFS to Year 6.

At Horsley Primary School, the teaching of mathematics is led by the class teacher and supported by the Maths Leader. The class teaching continually assesses the children against small steps and end of unit outcomes to ensure progression across the curriculum. At the end of each unit the children are assessed against the objectives on INSIGHT and this is used to inform future planning, including for pre and post teaching. Across the academic year children are assessed using the NFER assessment tools and this is then used to track and monitor progress across the school by the subject lead, SLT and class teachers. Statutory Key Stage Assessments take place in EYFS, Year 2, Year 4 and Year 6.

EYFS – Early Learning Goals Teacher Assessment

Year 2 – Statutory End of KS1 Assessment is used to support Teacher Assessment

Year 4 – Statutory Times Tables Assessment used to inform Teacher Assessment

Year 6 – Statutory End of KS2 Assessment

On-going assessment of children's learning ensures progression across the curriculum. Alongside the formative assessment detailed above we also use the following approaches:

- Immediate feedback during learning time
- Pupil conferencing alongside book looks
- Internal and external moderation with colleagues
- Learning walks
- Discussion with subject leaders via pupil progress meetings

This assessment process is used to inform parents of their child's progress and attainment across the year through Parent's Evening Meetings and their annual report.

Monitoring of the teaching and learning of mathematics at Horsley School is led by the Maths Lead and SLT and supported by the subject Governor. Children are encouraged to contribute to this monitoring through pupil conferencing, allowing stakeholders to ensure that children at Horsley Primary school are confident and courageous mathematicians.