

Junior School Maths Policy

'We strive to offer a rich, inclusive and accessible education where our pupils feel supported and enjoy learning.'

Maths Policy Statement

The aim of this document is to provide a clear statement of the principle and practice of Maths at My Online Schooling Junior School. It provides a framework which allows all staff to be confident in developing their own practice in Maths and ensures that we are consistent in the way we work with our pupils.

Maths

We aim that all pupils at MOS:

- 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.

In order to do this we will:

- Promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion.
- Promote confidence and competence with numbers and the number system.
- Develop mathematical skills and knowledge and quick recall of basic facts in line with the National Curriculum recommendations.
- Develop the ability to solve problems through decision-making and reasoning in a range of contexts.
- Develop a practical understanding of the ways in which information is gathered and presented.
- Explore features of shape and space, and develop measuring skills in a range of contexts.
- Understand the importance of mathematics in everyday life.
- Use the CPA (Concrete, Pictorial and Abstract) approach to developing mathematical skills.

Mathematics Curriculum Planning

- Mathematics is a core subject in the National Curriculum, and at MOS we adapt resources from the White Rose scheme of learning as the basis for implementing the statutory requirements of the programme of study for mathematics.
- We carry out the curriculum planning in mathematics in line with the structures and recommendations outlined in the National Curriculum. Our medium-term plans list the specific learning objectives for each lesson, in small steps, and give details of how the lessons are to be structured.
- At MOS, the Leader for Teaching & Learning and the Maths Subject Leader are responsible for developing and monitoring the mathematics planning within our school.

Teaching

- In lessons, pupils will all have access to an age-related curriculum. Differentiation will be addressed through the level of depth their tasks are pitched at.
- The large majority of pupils progress through the curriculum content at broadly the same rate. Pupils who grasp concepts more rapidly will be extended by going into greater depth on the age related objectives. Pupils who find specific concepts more difficult to grasp will be given extra support during lessons; through additional home learning; and/or through Thrive group where relevant.
- To ensure no pupil is left behind in their learning, and pupils develop a genuine conceptual understanding of the topics covered, we teach in small steps, making sure all pupils are able to understand the content thoroughly before moving on. Adapting the White Rose Maths resources to our scheme of learning has enabled us to do this.

Structure of KS2 Maths Delivery

- Starter
- Fluency
- Reasoning and Problem Solving
- Plenary

Expectations of Presentation of Maths

- Pupils are encouraged to use squared maths books to familiarise themselves with laying out calculations correctly and with the aim of developing pride in the presentation of their work.
- Pupils are also encouraged to submit Independent Learning Assignments neatly with clear layout of workings and methods.

Assessment and Monitoring

- Pupils are given both oral and written feedback about their maths work, in order to help them develop specific aspects of it further to aid next step progression.
- Pupils are given time for self-reflection and to respond to feedback at the end of each lesson using the Sticky Note reflection strategy tool and also through responding to feedback given on Canvas. They are also given further opportunities to reflect on their termly learning linked to reporting to parents.
- **Formative** – on a weekly basis, based on a range of evidence, teachers input formative assessment on the NC ‘I Can’ assessment grids, highlighting gaps in learning and ensuring next steps are taking place to address these gaps, including through Thrive Group intervention where necessary.
- **Summative** – teachers use formative assessments gathered through a range of evidence over time to inform their summative judgements on a termly basis.

Reporting to Parents/Carers

- A progress overview is given at parent/carer-teacher consultations during Term 1 and Term 2.
- An end of academic year written report is provided to parents/carers at the end of Term 3 which includes summative judgements and information about pupil progress and attitudes towards learning.

Home Learning Support

- Weekly Independent Learning Assignments are issued linked to the objectives taught that week in lessons to embed learning at home and demonstrate independent understanding. Pupils receive an effort grade and next step feedback on work submitted.
- Additional home learning activities are also issued linked to the topic strand where necessary, for further consolidation at home.
- Curriculum events are held to support parental understanding of the concepts and strategies taught in Maths.

Identification of Pupils Not Making Progress

- The identification of pupils not making progress comes from the class teacher and / or the Maths Subject Leader through monitoring and evaluating progress through:
 - Lessons
 - ILAS
 - Formative and summative assessment data
 - Pupil progress meetings

- Next step interventions are then determined and monitored for impact, which include where relevant: additional home learning support; access to Thrive Group; recommendation for one-to-one tuition.

Monitoring and Review

- The Leader of Teaching and Learning and the Maths Subject Leader will review evidence of the progressive and challenging teaching of Maths and how this is impacting pupil progress, through:
 - Lesson observations
 - ILAS
 - Canvas
 - Short term planning resources against MTP
 - Formative and summative assessment data
 - Pupil progress meeting discussions
 - Pupil voice

This policy will be reviewed annually.