

Fairburn View Primary School

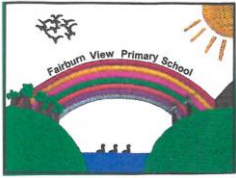
Mathematics Policy

October 2023

Signed by: _____

Chair of Governors

Review Date: October 2024



Mathematics Policy

Intent

At Fairburn View Primary we recognise the importance of Mathematics, and how it equips pupils with a uniquely powerful set of tools to understand and change the world. Mathematics is important in everyday life. With this in mind, we endeavour to ensure that our pupils develop a positive and enthusiastic attitude towards mathematics, that we hope will stay with them for life.

We aim to provide a high-quality mathematics education through a mastery approach, enabling pupils to:

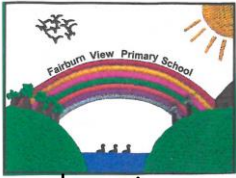
- Become fluent in the fundamentals of mathematics, through varied and frequent practice with increasing levels of challenge, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships, and generalisations, and developing an argument, justification or proof using mathematical language.
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

(National Curriculum 2014)

At Fairburn View, we endeavour to achieve these aims alongside our own school ethos and values.

Implementation

At Fairburn View, we use WhiteRose Mathematics from EYFS through to Year 6, we follow their long-term plans and schemes of learning, adapting these to meet the needs of our children. Pupils study mathematics daily, covering a broad and balanced mathematical curriculum. Alongside daily maths sessions, additional fluency sessions are taught, these focus on arithmetic and retrieval practise, with the aim to develop procedural and declarative knowledge. We use a range of textbooks, worksheets, practical lessons, and online resources throughout the school to ensure the curriculum is catered to our children's



learning needs. Additionally, within our practical maths sessions, work is focused around concrete and pictorial resources and group discussion. For these sessions, progress is recorded in books, as well as on SeeSaw.

Due to the interconnected nature of mathematics, we aim to teach it in a cross-curricular manner, where appropriate, as well as to discretely teach the practical application of mathematical skills, through 'tricky maths problems'. We focus not only on the mathematical methods, but also on oracy to broaden and deepen understanding.

We are committed to ensuring that pupils achieve mastery in the key concepts of mathematics, for them make progress and avoid gaps in understanding that could create barriers to future learning. We have an emphasis on investigation, problem solving, talk and mathematical thinking.

During lessons, when groupings are done, they are done according to AFL strategies. This ensures that pupils of all abilities can be challenged and supported. Lessons may be adapted by outcome, support (peer or adult) or through scaffolding. Teachers plan together in teams, and then individually, to ensure the needs of the child in their class are met.

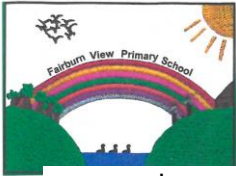
Classes across school from Year 3 are involved in TTRockStars tournaments between schools, across year groups and within classes. This is to help promote fluency with times tables facts and to encourage a love and appreciation for mathematics.

Children across school are supported by the use of concrete and pictorial resources in order to support and enhance their learning.

Impact

Our mathematics curriculum is based upon the White Rose scheme of learning which provides a full coverage of the National Curriculum. It provides all the elements that teachers need to teach maths mastery with confidence and to encourage children to talk using mathematical language. We measure the impact of our curriculum using the following methods:

- A reflection on standards achieved against the planned outcomes, this is supported by the WhiteRose ready to progress steps.
- Termly assessments are carried out using White Rose end of term assessments, which comprise of an arithmetic and reasoning papers. Grades are initially calculated using standardised thresholds. However, ultimately



teacher assessment is used to give final grades. Additionally, Year 2 and Year 6 use past SATs papers, when appropriate, to supplement these tests, and to aid in the children's SATs preparation.

- Pupil discussions about their learning.
- Formative assessments are carried out daily in line with AFL strategies.

We will enhance children's cultural capital by using money, telling the time, knowledge of shapes and the use of four-functions. Using real-life problems is an excellent way to show pupils the importance of their maths knowledge.

Whole School Curriculum Map

We follow the small steps and long-term planning set out by WhiteRose Maths, which are updated and available on their website.

<https://whiteroseeducation.com>

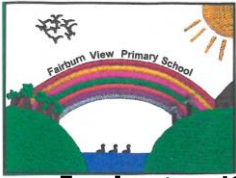
EYFS

At Fairburn View we understand that developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.

Within Nursery there is a high level of exploratory play and designated number sessions. In Reception, there are dedicated sessions which follow WhiteRose Maths to promote number fluency. Children also verbally plan their play, using maths resources, across the provision, and have adult support when needed. Much of our maths within EYFS is present in hidden opportunities. Children are challenged throughout their play to explore mathematical concepts.

Vocabulary

At Fairburn View, we are progressive with our mathematical vocabulary; teachers introduce vocabulary when it appears within the WhiteRose schemes of learning. Using stem sentences to encourage pupils to use this language in meaningful ways.

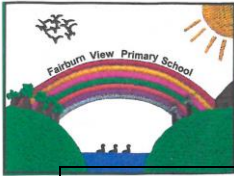


Inclusion/SEN

Different activities and support packs available to support less able and to extend more able pupils. Children with barriers to learning, which are identified, will have provision made for their particular needs. Pupils may be supported within small groups or individually. They follow a structured, but stimulating programme within the guidelines of the Early Years Foundation Stage Curriculum National Curriculum. Some pupils may require a personalised curriculum to support their needs. Parents are kept informed through meetings with the class teacher and SENCO when appropriate.

Provision across school for children with Special Educational Needs to be used as and when required.

Area of need	All pupils where appropriate	Pupils at wave 2 interventions	Pupils at SEN Support
Cognition and Learning	Adaptive curriculum planning, activities, delivery, support. Increased visual aids/modelling, use of IWBs Illustrated dictionaries Use of writing frames. Access to word processor In class support from Teacher/TA's Blue trays Recall of prior learning Flashback	Specific teaching of individual targets. Catch up Numeracy, Catch up English Precision Teaching Additional reading Lowest 20% Additional Phonics Support with teacher or TA Small group teaching of basic English/numeracy skills with teacher or TA. Pre teaching Memory Training	Intense English or Numeracy support. Specific teaching- individual/Agency targets. Catch up English/Numeracy Precision teaching Additional individual reading Thinking skills Visual Timetables Rock Routines Intensive Interaction Early People Games
	Focused group work with TA's e.g. Guided Reading.	Coloured overlays WALLS-Dyslexia Programme Rainbow words Colourful Semantics	Walls-Dyslexia Programme/Coloured overlays RLI-Reading Language Intervention Toe by toe
Communication and Language	Adaptive curriculum planning, activities, delivery and outcome Increased visual aids, prompts, modelling etc. Structured rules and class routines Group work activities Drama Pupil Voice School council WELCOMM language screener	Specific teaching of individual targets In class support from Teacher / TA with some focus on supporting speech and Socially Speaking Listening skills Music interaction Additional use of ICT Time to talk with Learning Mentor Listening skills	SALT Therapist 1 day per fortnight Specific teaching of individual targets Time to Talk/Socially Speaking Support from Occupational Therapy Music interaction Additional use of ICT Time to talk with Learning Mentor Visual Timetables Input from WISENDSS RLI-Reading Language Intervention(Downs) Objects of Reference Timmy Tongue Drawing and talking Therapy



<p>Emotional, Behavioural and Social</p>	<p>Whole school behaviour policy based on Restorative Practice Whole School/Class rules Whole School/Class rewards/sanctions systems Circle time Lunchtime play worker Buddy System Librarians Presentation Evening Whole school approach to attendance</p>	<p>Specific teaching of individual targets Small group circle time School/class rewards systems Support for unstructured times Music Interaction Social Stories Circle of Friends Socially Speaking/social monitoring Time To Talk Individual counselling/mentoring/behaviour plan Good to be me</p>	<p>Teaching of individual/Agency targets Small group circle time/Circle of friends School/class rewards systems Support for unstructured times Lego Therapy, Good to Be Me Social Stories/Socially Speaking Social Monitoring, Anger Management Boxall Profile/Beyond Boxall Profile RLI-Reading Language Intervention(Downs) Time To Talk/Wishes and Feelings Counselling /mentoring /behaviour plan CAHMS, ELSA, ECAT, SULP Boxall Profile Bereavement, loss, transition support</p>
<p>Sensory and Physical</p>	<p>Flexible Teaching arrangements Staff aware of implications of physical impairment Medical support Specific seating arrangements Health care plan Lift</p>	<p>Specific teaching of individual targets Additional handwriting practice Enlarged text Specific seating arrangements/Health care plan Fit to learn It's in a bag</p>	<p>Specific teaching of individual targets Additional handwriting practice Seating arrangements visual/hearing impaired Enlarged text Individual support for PE / Fit to learn Health care plan It's in a bag / It's in a little bag Movement and Handling plans Adapted Keyboards Writing slopes Hoist, Specialist toileting seat Standing frames, Functional seating Floor sitter, Bench Balance cushions</p>

Monitoring and evaluation

Monitoring and evaluation take place in the following ways:

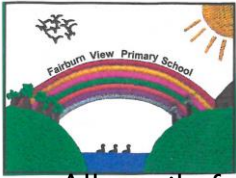
- Subject leader will monitor the implementation of the progression map, through learning walks, book looks, pupil voice and lesson observations.
- The subject leader and SLT monitors Maths planning each half-term.
- The subject leader and SLT are responsible for overseeing Maths across school.

Safeguarding

At Fairburn View Primary school we take the safeguarding of our staff and students seriously. Any concerns raised within the teaching of Maths must be directed to a member of the DSL team, in line with the school's safeguarding policy.

Parental Engagement

Through our school website and Facebook pages, parents/careers are kept up to date with school life, and where appropriate this is Math specific. Pupils complete Maths homework weekly alongside parents to involve them in their current and previous learning.



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All pupils from Year 2 upwards have access to TTRockStars, and we have regular tournaments for pupils to compete in at home.

Parents, during consultations and reports, are kept up to date and involved with pupils' attainment within the subject.