



# Mapplewell Primary School Maths Policy



## **Mapplewell Primary School Vision:**

*"Developing a kind, respectful and happy community that promotes resilience and independence in all. Encouraging our pupils to leave Primary Education inspired and ready to contribute to the wider world."*

Date written	September 2021
Date to be reviewed	September 2022
Date presented to Governors	October 2021

## **Intent:**

At Mapplewell, we endeavour to teach Maths so children are taught to apply their knowledge and skills to a range of practical, real life contexts, to ensure their learning is both purposeful and meaningful. Skills are linked and taught together to maximise teaching and learning time to give context to learning.

Our teaching is based on the recommended National Curriculum, which has been personalised to meet the needs of our learners. 'Maths Year on a Page' has been developed for each individual year group to ensure pace and progression across school. Sitting behind these are our 'Curriculum Guides', which aim to support key subject knowledge, address common misconceptions as well as make links with other maths concepts to support an integrated approach.

## **Implementation:**

The Accelerated Learning Cycle, based on the work of Alastair Smith, is applied in all lessons. It stems from the idea of a supportive and challenging learning environment. Implementation of accelerated learning, supported by EEF metacognition research, has ensured the pace of learning is appropriate and has enabled pupils to secure rapid and sustained progress which has improved outcomes and standards within each lesson.

Within maths sessions differentiation is effective through the use of progressive opportunities. Children are provided with the chance to move through carefully selected tasks starting at the level most appropriate to their starting point; aiming to support pupils take ownership of their learning and develop independence.

## **Impact:**

Formative assessment is ongoing throughout each lesson. It judges progress and enables the teacher to make flexible adaptations to their planned teaching.

Effective formative assessment, daily marking and feedback and adult interaction within lessons is firmly embedded into our approach at Mapplewell when teaching maths. All pupils are supported to develop, progress and move their learning forward through support, questioning and feedback. Pupils demonstrate the impact this has on improving their learning through editing and response.

The use of clear learning objectives and success criteria ensures pupils to understand their learning and become self-regulated learners who aspire to achieve to their full potential. The use of Achieve, Challenge and Aspire success criteria allows children to assess their learning independently. Pupils and teachers refer to this throughout the lesson when they are assessing the progress they have made.

Maths is assessed by teachers who use the HCAT trackers for their year groups to allocate a level and next steps for each pupil. Cross moderation occurs in school to ensure moderation is carried out correctly. Cross Trust Moderation and the LA support this process.

### **Key responsibilities for Maths:**

All staff will:

- All staff will ensure they are up to date with the school policy and curriculum requirements.
- Attend and engage in professional development training.
- Attend staff meetings to be introduced to new areas of work and review the effectiveness of approaches used.
- Report back to Maths lead on any areas they feel are not covered within the provision.
- Tailor their lessons to suit all pupils in their class, including those with special educational needs.
- Ask for support in this from the SENDco and Maths lead when needed.

### **Maths Lead:**

- Review the Maths Policy annually.
- Keep staff updates with policy changes.
- Ensure that all staff are able to access and deliver the curriculum.
- Identify training needs and arrange or deliver said training.