Marwood Church of England VC Infant School

Mathematics Policy

Document Status	
Date of Next Review : **Spring 2028**	**Responsibility :** **Governing Body**
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Date of Policy Adoption by Governing Body : March 2025 **V Bradley** **Signed Chairman of Governing Body**	

Marwood School is a Church of England Voluntary Controlled Infant School where the Christian Ethos is central to the life of the school community. Our Vision Statement reflects those Christian values.

Rationale

At Marwood Infant School we aim to give Mathematics a high priority. We teach to the objectives of the National Curriculum.

The National Curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, 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.

There are regular mathematics lessons throughout the week which all pupils access.

There are many opportunities for Mathematics teaching and learning across the curriculum, e.g. ICT, PE, Science, D&T, and Art and children are encouraged to see that maths is not an isolated subject.

We aim :

- To develop a positive attitude to the subject
- To become confident and proficient with number
- To encourage a confident approach to investigations and problem solving
- To become proficient in the use of measures in common usage
- To handle data efficiently and with understanding
- To model problems with concrete apparatus
- To develop mathematical language which children can use appropriately
- To use ICT as a tool to enhance learning
- To help children to become independent learners
- To give real life context to learning in mathematics

Teaching Methods and Approaches

- We use a variety of teaching styles including whole class, group and individual work which will encourage the children to work systematically, independently and co-operatively.
- We provide emphasis on mental and oral strategies.
- We help the children to learn through a wide range of methods, such as practical activities, modelling exposition by the teacher, consolidation and practice – discussion, mental agility activities and games, including Interactive White Board activities and maths games.
- We provide challenging work appropriate to their abilities.
- We provide access to a range of resources including published materials e.g. Powermaths (Pearson), Abacus and Collins Primary Maths, NCETM, Nrich, computers, Interactive White Board, practical apparatus and Numicon resources (see school resource list).).
- We inform parents of ways to help their children at home through relevant sections on year group curriculum statements, curriculum evenings, parent support booklets (for specific year groups, accessible on our website), handouts, and individual feedback as necessary.
- Key stage 1 classrooms have a mathematics working wall displayed with a blue border to support children including vulnerable learners. This is current, interactive with age-appropriate learning prompts such as current vocabulary, stem sentences, pictorial representations and questions. Reception have a maths area and include mathematical displays around the classroom in accordance with school policy.
- The teaching of written calculations is consistent throughout the school following the agreed progression in the school's Calculation Policy.

Planning

A whole school approach is used for planning. It is based on the National Curriculum for mathematics 2014. Teaching follows the six strands of learning as set out in the National Curriculum at Key Stage 1.

The six strands are as follows:

- Number – Number and Place Value
- Number – Addition, Subtraction, Multiplication and Division
- Number – Fractions
- Measurement
- Geometry – Properties of Shape, Position and Direction
- Statistics

Key stage 1 mathematics follows the Power maths planning in addition to using other recommended and reputable planning resources such as NCETM, Hamilton trust, Nrich and STEM.

Early Years Foundation Stage (EYFS)

In Reception, the curriculum is guided by the Early Learning Goals. EYFS also use the NCETM Mastering number programme to plan and deliver regular number based mathematics lessons.. Children develop their understanding of numbers, shapes, space and measures through play and practical activities such as using numberblocks figures for composition of number and die patterns to subitise. Children use their knowledge and

skills to solve problems, generate new questions and make connections across other curriculum areas.

Assessment and Recording

Teacher assessment is an integral part of teaching mathematics and is used to inform planning.

We assess and record in the following ways:

- The 'on entry' Assessment takes place within 2 weeks of a pupil starting Reception class using an accredited Baseline Assessment.
- Throughout Reception, assessments are carried out using Development Matters. Children's mathematical understanding is observed in their independent activities in the maths challenge area and in the indoor and outdoor classroom. These findings, together with feedback from parents, contribute to the end of year Foundation Stage Profile.
- Formative assessments are made of children in Key Stage 1 through ongoing assessments, questioning, assessment activities and tasks.
- Summative assessments are made at the end of each term using a combination of teacher prepared assessments and NCETM mastery assessments and progress tracked using the School Tracking and Assessment Tools from Sheffield LA. End of KS1 assessments are made using teacher assessments.

Presentation and Marking

- Work is marked in a contrasting colour.
- Work is regularly marked and with the pupil as often as possible using the 'star system' and 'vf' or a picture of lips for verbal feedback.
- Appropriate comments are used to praise and identify next steps in the children's learning. These comments may be oral or written in green pen or highlighter.
- With recurring number reversals, the teacher may either write above or at the side or ask the child to write a row correctly under the work.
- Mark ✓ if correct.
- Mark '.' or highlight in green if a correction is needed, e.g. 2 + 2 = 5. 4. Teachers will not 'x' work.
- The children will learn to cross out incorrect answers with a neat line through it. They will write their correction to the side of the original answer.
- If work is in a squared maths book a two-digit number will be written in one square.

Reporting

Parents are informed of children's progress in mathematics through:

- Informal discussions including 'on entry' achievements and future learning targets.
- Offer regular, optional power maths games to support and consolidate learning done at school.
- Parental consultations (Autumn and Spring terms) and Summer term for Year Two.
- Annual reports
- End of KS1 Teacher Assessment Results
- Individual meetings, as necessary

Equal Opportunities

This complies with our whole school policy.

Inclusive Education

In accordance with our Equality Scheme mathematics is taught to all children, regardless of age, gender, race or religion, in ways appropriate to their ability.

Where pupils have special educational needs or disabilities (SEND), differentiation by the amount of adult support, appropriate concrete resources, pictorial representations and supportive questioning will be used so that all pupils have access to the curriculum.

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Policy Reviewed: **Spring 2028**

To be reviewed according to SIP and SDP