



# The Holy Spirit Catholic Primary School

## MATHS POLICY



2022 - 2023

**School Rules:** Ready - Respectful - Safe

**Inspirational Learning:** Love - Believe - Achieve - Thrive

**Curriculum Drivers:** Resilient - Aspirational - Independent - Spiritual - Enthusiastic

Signed by:

Headteacher: Mrs Connolly

Subject Lead: Mrs Crabbe

Chair of Governors: Mrs Keig

*'Together in the spirit of love and forgiveness our family learns to grow with hope and joy.'*



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## 1. Introduction

Mathematics teaches us how to make sense of the world around us through developing a child's ability to reason and solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics.

At The Holy Spirit Primary School, it is our aim to develop:

- A positive attitude towards mathematics and an awareness of the fascination of mathematics.
- Competence and confidence in mathematical knowledge, concepts and skills, an ability to solve problems, to reason, to think logically and to work systematically and accurately.
- Initiative and an ability to work both independently and in cooperation with others.
- An ability to communicate mathematics.
- An understanding of mathematics through a process of enquiry and experiment.

## 2. Mathematics at The Holy Spirit Primary School

Mathematics is a key skill and core subject that all children need to feel confident with, through developing their ability to calculate reason and solve problems. It is used in daily life and helps us to make sense of the world around us. Mathematics can be taught cross-curricular but it is mainly taught discretely at KS1 and KS2 every day for an hour, where possible in the morning. Basic skills lessons are also timetabled.

## 3. Mastery Approach to Mathematics

At the centre of the mastery approach to the teaching of mathematics is the belief that all pupils have the potential to succeed. They should have access to the same curriculum content and, rather than being extended with new learning, they should deepen their conceptual understanding by tackling challenging and varied problems. Years 1 to 6 are working in line with the revised 2014 curriculum, following the Power Maths scheme. This scheme follows the concrete, pictorial, abstract approach.

This means:

- Concrete – Teaching will be heavily resource based. The children will first be introduced to an idea/skill by acting it out with real objects. This is the foundation for conceptual learning.
- Pictorial – Children will be allowed to draw and mark make, to-make visual representations, to help them understand the idea/skill they are learning. The students now relate the hands-on approach to visual diagrams and pictures.
- Abstract – When children are confident with both the concrete and pictorial stage, they progress onto the abstract, which is where children will now be able to represent problems using mathematical notation. This is where children will be giving opportunities to apply the skills they have learnt in a variety of ways. Children will have the time and space to work at and consolidate a concept without being rushed and moved on. Children will trial the same idea in a variety of ways in order to 'master' that skill – meaning they can do it in any situation with any numbers.

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#### **4. Early Years**

The programme of study for the early years is set out in the EYFS Framework and in line with early learning goals. Mathematics in Early Years involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shape, spaces and measures. Children are given opportunities to reach these goals daily whilst being guided, observed and challenged by a professional.

#### **5. Homework**

Teachers will set homework on a weekly basis. As well as this, children may be expected to practice their tables or mental maths skills to help improve fluency.

#### **6. Assessment**

Children's work will be marked according to the agreed school policy and their performance, continually assessed by the teacher. Long-term assessments are made at the end of the year with the help of end-of-year tests and teacher assessments. We use the national tests for children in Year 2 and Year 6. We also make termly assessments of children's progress measured against the end of year expectations. (See Assessment Policy)

#### **7. Equal Opportunities**

The teaching of mathematics will be in accordance with the present policy for Equal Opportunities. We aim to provide equal and full access to the maths curriculum for all children including pupils with additional educational needs and for more able children.

#### **8. Resources**

All Maths resources are located in classrooms. Apart from bulky items, which are stored in a central location - Maths room. Teachers are requested to remove the whole box when equipment is being used and to return it promptly to the correct place when no longer required. In each classroom, teachers must display a Maths working wall and ensure resources available reflect and support current learning through numerical and pictorial representations, as well as concrete apparatus.

#### **9. Monitoring & Review**

It is the responsibility of the Maths subject leader to monitor the standards of children's work and the quality of teaching in Maths. The Maths subject leader is responsible for supporting colleagues in the teaching of Maths, for being informed about the current developments in the subject and for providing a strategic lead and direction in the school. The Maths subject leader gives the senior leadership team summary reports in which the strengths and weaknesses in the subject are evaluated and areas for further improvement - indicated.

#### **10. Policy Review:**

This policy will be reviews in September 2024.

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