



# West Meadows Maths Policy

**fun**

**interactive**

**practical**

**collaborative**

**challenging**

**creative**

**engaging**

**informing how to solve real life problems**

## Vision

At West Meadows, we believe Maths should be enjoyable, challenging, and hands on. When these components come together children become confident, resilient mathematicians who can reason, and problem solve.



# Maths Intent

At West Meadows Primary School our children are keen and enthusiastic mathematicians who demonstrate a thirst for learning and confidence when applying mathematical concepts. We encourage our children to be resilient and creative as they acquire and develop their mathematical knowledge through a process of gradual acquisition where the pace of learning is initiated by the children as teachers model and scaffold learning through a range of strategies, thus ensuring learning can go deeper, before wider and children can apply their skills independently to solve reasoning and problem questions.

develop and apply mathematical language

enjoy maths and embrace the challenges

be curious and ask questions...Why? What if...?

have secure number sense skills

work collaboratively

**We encourage children to...**

think creatively

be confident

be able to identify patterns and transfer knowledge about the relationships between numbers and operations to support answering higher order questions.

be efficient



# Maths Implementation

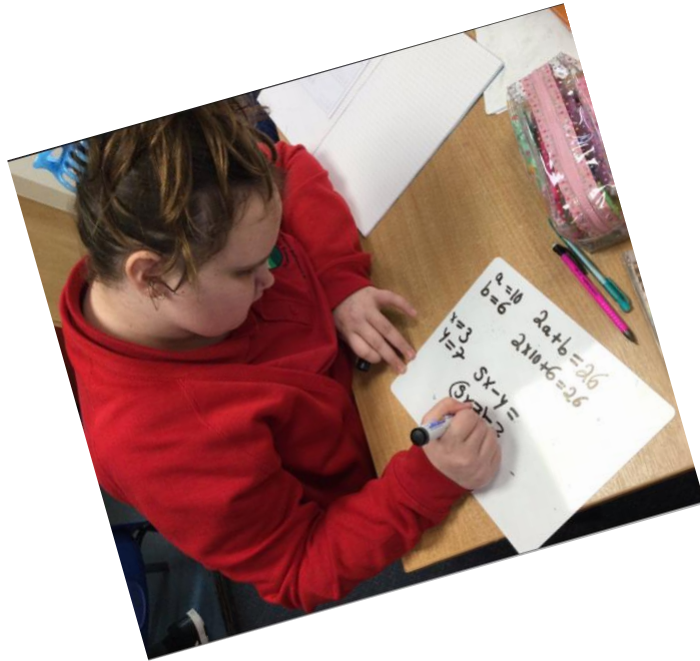
At West Meadows Primary School we follow the White Rose Maths schemes of learning from Year 1 to 6 to ensure coverage of the National Curriculum statutory programmes of study. Early Years Foundation Stage use Master the Curriculum which is aligned with the White Rose Maths framework and the EYFS statutory framework.

## Maths in Foundation Stage

Our youngest children in school participate in a daily maths session which always begins with a number focus before moving on to the main learning objective. From this, children complete most of their learning through playful interactions in continuous provision both indoors and outdoors which is extended through purposeful engagements with adults and peers. Maths is present in all areas of provision encouraging and supporting continual learning and understanding.

## Maths in Key Stage 1 and Key Stage 2

Maths is taught consistently throughout Key Stage 1 and 2. The lesson begins with a memory check which is tailored to the needs of the class and gives children the opportunity to rapidly recall learning, promoting storage of information into our long term memory. Lessons then progress to learning something new. Children sit in mixed ability pairs encouraging peer support. Teaching focuses heavily on precise modelling and scaffolding including collaborative learning which results in our children being confident and independent learners. To ensure a broad and deep understanding of maths, our children are challenged throughout the lesson through specific and varied questioning. Fluency, reasoning and problem-solving questions are used to ensure this. The Concrete, Pictorial and Abstract approach is used to ensure key concepts are embedded and our calculation policy outlines this in detail. In maths, vocabulary is a priority. We use our working walls to display key vocabulary needed in each unit of learning. It is our aim to expose our children to a wide range of mathematical language. Our maths working walls are current and used daily. Fluency in Multiplication and division facts is also a priority at West Meadows. We use Times Tables Rockstars to help develop this. In addition to our daily maths sessions we also have a daily maths meeting which takes place at the beginning of each afternoon. The focus of each session is develop children's fluency and automaticity of the four operations and their relationships.



# Maths Impact

## Foundation Stage

Maths is woven intrinsically throughout provision encouraging child-initiated learning. Staff use observations and a range of questions tailored to the needs of the children.

The maths and EYFS subject leaders use moderation of observational evidence to ensure that observations are secure.

## Key Stage 1 and Key Stage 2

During lessons teachers focus on live marking addressing any misconceptions as they occur, along with identifying next steps to move children on quickly. If necessary, analysis groups are formed so that children can work in a small or individual partnership to complete corrections.

Knowledge, recall and understanding is monitored and assessed through the end of block test papers issued by White Rose Maths. These are further used as supporting evidence for end of term moderation and attainment. Furthermore, teachers use data from these assessments to identify gaps in learning which will be addressed in future lessons. Children in years 2 and 6 complete termly formal SATS papers whilst children in year 1 are assessed through teacher assessment in the autumn and spring term, followed by an end of year NFER paper. Children in years 3, 4, and 5 complete termly White Rose Maths papers in the autumn and spring and an end of year NFER paper which supports the end of year teacher judgements for attainment.

Teacher judgements are quality assured through moderation both on a school and Trust level where books, test papers and an in depth discussion about the child and their learning journey is used to support and reason about the attainment award given. The subject leader uses lesson observations, book evidence and pupil voice to evaluate the impact of the teaching of maths in school.

