



Anton Junior School

Maths Policy

March 2023

Coordinator Responsible for this policy in consultation with staff and governors	Emily Manton Assistant Headteacher Teaching and Learning Lead	Kerri Culver Assistant Headteacher SENDCo
Link Governor:		
Reviewed	Annually	
Next Review		
Linked Policies		

At Anton Junior School, we believe the teaching of mathematics equips pupils with the skills and understanding to enhance life opportunities. We want to grow a generation of learners who are passionate about maths and develop a deep and sustained knowledge, which allows them to make links, identify patterns and solve problems.

Mathematics is essential to everyday life, critical in science, technology, engineering, finance and in most forms of employment. With this in mind, we endeavour to ensure that children develop an enthusiastic attitude towards mathematics that will stay with them for life. We want all children at Anton Junior School to see themselves as confident and independent mathematicians. We do this by delivering maths lessons daily through a spiral curriculum with the enhancement of White Rose resources.

At Anton Junior School we aim for children to:

- have a positive attitude towards mathematics
- have self-confidence in their ability to deal with mathematics
- be able to work systematically, co-operatively and with perseverance
- be able to think logically and independently
- experience a sense of achievement
- understand the appropriate underlying skills, concepts and knowledge of number, measurement, geometry, statistics and algebra
- be able to apply previously acquired concepts, skills, knowledge and understanding to new situations both in school and through everyday life
- understand and appreciate pattern and relationship in mathematics
- be able to communicate with peers and adults, ideas, experiences, questions, clearly and fluently, using the appropriate mathematical language
- be able to explore problems using the appropriate strategies, predictions and deductions
- encourage the use of mental calculations and choose efficient strategies to work out the answers
- be able to quickly recall a variety of number facts to support their mathematics

The Policy and the National Curriculum

At Anton Junior School we are endeavouring to enable children to reach their full potential in mathematics by teaching the subject according to the requirements of the National Curriculum. All children will experience the opportunity to investigate mathematics using and developing the various concepts and skills that they have learned.

Equal Opportunities

At Anton Junior School we aim to give equal access and entitlement to the mathematics curriculum for all children. It is part of the school curriculum policy to provide a broad and balanced education by providing learning opportunities that are matched to the needs of all children. At Anton, staff plan inclusive maths lessons which take into account the targets set for individual children as identified in their Support Achievement Plans (SAPs). These lessons involve the use of visual, aural and practical elements that benefit all pupils with the support of the HIAS SEN maths toolkits. All lessons aim to provide appropriate amounts of challenge and depth to the mathematical learning for all children. Positive attitudes towards maths are encouraged, so that all children develop an enjoyment and confidence with mathematics. The aim is to ensure that everyone makes progress and gains positively from lessons.

Approaches to Teaching and Learning

All children in the school will participate in daily maths lessons. We give all children the opportunity to develop their understanding of number, measurement, pattern, shape and space through a variety of activities that allow them to enjoy, explore, practise and talk confidently about maths. Children will develop mental and problem solving skills that can form the basis for cross curricular links. As outlined in our Calculation Policy (Appendix A), we have a clear progression through the teaching of the four operations and how children calculate and record answers for these problems. All lessons offer the opportunity for over learning through the use of bespoke starters; fluent in 5 calculations and flash back four. Teachers will encourage the development of skills through interactive teaching; use of concrete resources, differentiated questioning, a variety of teaching methods including whole class, group and individual work. We follow our own Long Term Planning (LTP) following the Hampshire Assessment model. This is the foundation for our Medium Term Planning (MTP) (Appendix B).

DfE Year 4 Multiplication Check

In 2022, the Department for Education (DfE) introduced a statutory multiplication check for all Year 4 children which takes place in June of the Summer Term. The purpose of the check is to determine whether children can fluently recall their times tables up to 12, which is essential for future success in maths. It will also help our school to identify who may need additional support. This online test will be completed during school time, and will consist of 25 mixed questions. Children will have 6 seconds to answer each question. We will receive a copy of the children's results by the end of the academic year.

Times Tables RockStars

TT RockStars is an educational learning platform which is specifically designed to support children in learning and becoming more fluent in their times tables.



There are many different games and modes within this platform for children to practice in different ways. There are also competitive elements where children can play against fellow pupils, the computer or other players from all around the world (within a safe avatar name).



Assessment, Recording and Reporting

The class teacher will assess children’s work through live marking during lessons as well as after lessons. Following our Marking and Feedback plan, staff will provide children with feedback verbally and written for them to respond to. The progress of each child within maths will be tracked across the school on a regular basis (termly) on Insight and online tracking software. Progress will be recorded using Insight, against key standards for each year group. Arithmetic and reasoning tests scores will also be tracked to support pupil progress meetings. This will also be used to identify learning gaps and further depth in knowledge which informs future planning.

Resources

Everyday practical resources are classroom based and easily accessible to all children. We use a range of resources from White Rose to inform our task design as well as the HIAS SEN Maths toolkit. White Rose also offer a range of interactive resources to support teacher modelling and visual representations of abstract concepts.

Staff Development

Staff are encouraged to develop their expertise and knowledge of maths. As a school, we provide in house training opportunities for all staff to ensure that training in the delivery of maths is up to date. We follow a coaching cycle to support teachers and support staff. This cycle involves collaborative planning, team teaching and peer evaluation. Hampshire offer further training through support meetings with HIAS maths leaders.

Monitoring and Evaluation

The monitoring of maths takes place on a regular basis, through a variety of ways including learning walks, classroom observations, work sampling and pupil conferencing. This policy will be reviewed and evaluated annually.