



# **Corporation Road Community Primary School Maths Curriculum Policy (October 2017)**

**Approved by the Governing Body**

**Chair of Governors: Mrs Val Johnston**

**Date: October 2017**

**To be reviewed: October 2020**

# Corporation Road Primary School

## Maths Policy

### Aims for Maths in our school:

- *Quality first teaching which equips our pupils with: a fluency of basic number facts and calculation methods; the ability to apply them to solve problems; and the competence and confidence to use them in other subject areas.*
- *Quality assessment which builds up an evidence based profile of pupils' attainment and their next steps for learning.*
- *Quality teaching and assessment which inform each other. Assessment which informs the next steps for learning and teaching which leads to independent assessment opportunities.*

### Objectives / Coverage

National Curriculum objectives form the basis of planning, teaching and assessment, and will always be drawn from the National Curriculum for Maths.

### Maths Coverage

Over the course of a week each child will receive the following Maths teaching/assessment:

- 4 maths lessons of 1.25 hours
- 3 arithmetic lessons (20 minutes each)
- 2 mental maths lessons (20 minutes)
- A mental maths test
- A times table test

### The structure of Maths Lessons

Maths lessons will regularly provide opportunities for:

- counting practise
- mental arithmetic skills
- whole class teacher input
- small group guided maths
- fluency
- reasoning
- problem solving

The exact proportion of time set aside to each element is at the teacher's discretion and is driven by what is needed for each child to make progress.

### Additional Maths

Each class will teach discrete **arithmetic lessons** on an afternoon three times a week. These lessons will focus on written methods for all four operations.

Over the course of a week, each class will have two **mental maths** lessons. One of these afternoon sessions is used for a mental maths test and a discussion of solutions. The second session is used to teach mental calculation skills.

Opportunities are provided for children to learn and apply Maths skills in other subject areas, especially Science, History, Geography and Design technology (DT).

### **Assessment**

Formative ongoing assessment is carried out by teachers daily and is used to inform planning and groupings.

Summative assessment is carried out away from the point of teaching and must match the pitch of the agreed Lingfield Trust guidance document. This is then recorded using the Lingfield Trust MAT trackers.

### **Calculation Policy**

All teaching of calculation is in line with our agreed school calculation policy.

### **Number Formation**

All number formation teaching uses our agreed school number writing mantra.

### **Times Tables**

Times tables are taught and practised daily during the counting slots of maths lessons, practised at home using *Times Tables Rockstars* and tested each week.

### **Intervention**

Maths intervention is at the discretion and direction of the class teacher. Target groups selected for intervention will be fluid and be identified by class teachers based on their ongoing and summative assessments. Intervention will be carried out by Teachers or Teaching Assistants.

### **Equal Opportunities**

The teaching of Mathematics is in accordance with the present policy for Equal Opportunities. We aim to provide equal access to mathematics for those children with Special Educational Needs and those pupils who are very able and require extension activities, through small group work and through the use of support staff's help where available.

### **Health & Safety**

All maths teaching and associated activities are planned in line with school health and safety procedures.

### **Role of Maths Leader**

- Provide training, guidance and support for teachers to develop their teaching of Maths and thus raise attainment in school.
- Devise and implement policy in line with SMT direction.
- Monitor all agreed school Maths teaching protocols.
- Advise Senior Management of any issues that need addressing.
- Scrutinise Maths planning from across school and implement support/intervention where needed.
- Moderate Maths assessments across school and implement support/intervention where needed.
- Provide quality feedback to teachers in order for them to develop their skills and thus raise attainment.
- To purchase, organise and maintain Maths teaching resources.