



At Grange view we let our light shine, always sparkle and strive to achieve our God given potential.

Let your light shine brightly before others.

Matthew 5:16



Our Ethos

The children are living a Christian life where they aim to flourish and thrive, thinking about our core Christian Values; Friendship, Trust, Forgiveness, Respect and Wisdom to become lifelong learners.

Our Aims

- To provide a stimulating and secure environment, inclusive of children from all faiths and cultures.
- To provide an engaging, meaningful and relevant curriculum that equips all learners with the necessary skills for their educational journey.
- To value all individuals and support them to reach full potential and create an atmosphere of equal opportunity where expectations are high.
- To grow caring citizens who value the world we live in and celebrate moments of awe and wonder.
- To offer opportunities for collective reflections and inspire spiritual development that shape daily lives.
- To help the children to form values which will allow them to make moral choices throughout their lives, not just during their school years.
- To work in partnership between home, school, church and the wider community.

MATHEMATICS POLICY

1. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

2. Roles and responsibilities

2.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

2.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions

- Proper provision is in place for pupils with different abilities and needs, including children with SEN

2.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

3. Organisation and planning

3.1 Our Intent: Why our curriculum looks like this:

We have developed a maths curriculum that is progressive, challenging and engaging. We appreciate that fluency and a confident number sense are essential for our pupils to flourish and progress in their mathematical learning based on their starting points. We fully value offering our children the opportunity to work with a variety of concrete and pictorial representations to facilitate and support the teaching and learning of mathematical concepts whether in Early Years or Key Stage 2. This approach is pinnacle to the development of our children's mathematical thinking and equipping them for their next stage of their education. Reinforcement is achieved by ensuring knowledge is revisited regularly throughout the year groups to create confident number sense for all.

Our children need to develop necessary skills to make them 'deep thinkers' acquiring maths skills that can be recalled quickly and transferred and applied in different contexts. They need to be able to make rich connections across the areas of maths and use their knowledge in other subjects. Maths is the foundation for understanding the world and we want our children to know the purpose behind their learning and to apply their knowledge in their everyday lives, with the intention of raising aspirations and creating a continual love of learning maths inclusively for all.

3.2 Planning:

- As we have adopted a mastery approach to our teaching, we are drawing upon the 'White Rose Maths Hub' materials to support our long term coverage. This demonstrates longer periods of time set out for number and place value.
- Teachers use long term, medium term and short term planning, supported by the NCETM ready to progress documents.
- Teachers develop a series of 'small steps' to support the achievement of objectives, supported by the prioritisation materials. We call this our Maths Learning Journey, which is shared with the children.
- Mastering number is used as a separate 10-15 minute sessions with all children in Reception, Y1 and Y2 to build greater number sense.
- Tasks and activities are planned and adapted from a variety of sources support the engagement and creativity of lessons these include: Mastery Materials, White Rose Hub Schemes and small steps, NRich, Power Maths books, Classroom Secrets and NCETM including reasoning progression mats.

3.3 Pedagogical Choices:

- Mastery maths approach – all children learning the same thing together.
- Concrete materials used to embed and understand concepts
- Small steps progression throughout learning
- Use of stem sentences and key vocabulary to support reasoning and explanations

3.4 Subject Spotlights:

At Grange View we like to give every subject it's chance to shine. With maths, there are two opportunities throughout the year to promote the subject.

STEM WEEK (March)

Maths is part of Science, Technology, Engineering and Maths so has its spotlight amongst STEM week when we have visitors in and encourage the use of these subjects in future careers.

NSPCC Numbers Day (February)

We promote a love of Maths during Numbers Day inviting parents in to play games and see how the mastery approach impacts the children's mathematical learning

3.5 Assessment:

Maths is a core subject and has a range of procedures to monitor progress and gaps in learning, including:

- Formative and summative assessment
- WRMH termly Maths assessments
- SIMS
- Weekly annotated plans and daily lesson evaluations
- Same day interventions
- Moderation (internal and partnership)

3.6 Resources:

At Grange View, teachers are expected to support the teaching and learning process by carefully selecting high quality, concrete and pictorial representation of mathematics, this not only supporting the schools CPA approach – concrete, pictorial, abstract, but also helping to bring procedural and conceptual knowledge together. Having had resources modelled by their class teachers, children should be encouraged to select and use the resources which they feel would be beneficial in supporting their learning.

Each classroom is equipped with a range of small, age appropriate resources. These are stored in accessible and clearly labelled drawers / containers. Larger equipment is stored centrally in the maths cupboard.

Resources are audited, checked and updated annually. Areas of need are monitored and equipment purchased in line with needs using the schools subject bidding process.

Each classroom will also have a 'Maths Working Wall'. This will highlight the precise mathematical vocabulary that should be used by staff and children when giving mathematical reasons and explanations. There is also an agreed, age-appropriate learning

environment checklist that staff are expected to follow when generating maths displays/areas in their classrooms. (See Maths Learning Environment Policy)

3.7 Early Years starting Points:

When starting their journey in Early Years the children have a very low starting point due to their limited experiences. Some are often able to count by rote but do not have an understanding of what those numbers mean. Throughout their time in Nursery and Reception they develop a greater understanding of number through carefully planned learning experiences, focussed tasks and the continuous provision. Specific number recognition, formation and concepts are taught alongside mathematical language. This is applied daily through creative and imaginative learning experiences, real life contexts and problem solving exploration. A mastery approach is adopted building confidence with the children's cardinality and counting, comparison, composition, pattern, shape, space and measure in preparation for building the five big ideas as they progress throughout the school.

See our EYFS policy for information on how our early years curriculum is delivered.

3.8 Personal Development

Maths has a broad and balanced curriculum ensuring that the children are confident in their skills to use and apply in life. We are endeavouring to make explicit the real life contents in our learning, whenever possible, to help pupils see the purpose to their learning and how it can be used in later life. Our mastery approach ensures that no pupils are left behind, everyone is part of the learning journey and is supported through interventions, resources or input when necessary to ensure they achieve their potential in every lesson. Questions are always diverse in their nature, encouraging equality with the children of accepting all faiths and backgrounds despite having a narrow experience in their own community. Whenever possible, wider opportunities are sought to bring greater awareness and interest to the subject. NSPCC Numbers day is celebrated annually, inviting in parents to play maths games and showcase what the children have been learning. Through Picture news and Newsround, often discussions are fostered where maths has been used in a real life context, promoting diversity and equal opportunities for all as well as raising aspirations. Weekly celebrations for Athletics, TTRS and merits are celebrated with parents through family worship and social media to highlight success in maths. Daily lessons certainly promote respect and tolerance, with mistakes being celebrated, all answers being welcomed and perseverance being encouraged to attempt challenging questions. Recently, moments of spirituality have also been fostered, having 'wow' moments when a great reasoning explanation is given or reflecting on how they are feeling 'now' as they see the journey they have taken in their maths.

4. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN

- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

4.1 SEND provision:

- Concrete materials accessible in classrooms to support concept understanding and help make links
- 'Sneaky peak' pre learning opportunities used whenever possible to help children explore concepts ahead of the lesson
- Same day interventions used to revisit and secure understanding before the next step in the learning journey
- Encouragement of full sentence answers to help all understand mathematical thinking
- Support staff aiding guided groups and targeted support where needed in lessons

5. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Monitoring visits and conversations
- Learning walks alongside subject leaders
- Termly subject leader reports

Subject leaders monitor the way their subject is taught throughout the school by:

- Planning scrutinies
- Learning walks
- Evidence in books
- Pupil voice
- Moderation within the partnership

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 3 years by the Maths lead and Committee 2. At every review, the policy will be shared with the full governing body.

6. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy



- Assessment policy
- Marking policy
- SEN policy and information report
- Equality information and objectives

7. What is it like to be a pupil at Grange View **studying Maths on a daily basis?**

Learning maths at Grange View is challenging but fun, we celebrate mistakes and are enthusiastic to have a go. We use a range of concrete resources to support our learning and have many experiences such as Fluency Friday, Mastering number, Mathletics and TTRS to revisit concepts so learning is not forgotten.