

King’s Meadow Academy

Maths Policy

Mathematics is important in everyday life. It is an essential skill that all children will use daily throughout their lifetime. With this in mind, we endeavour to ensure that children develop a healthy and enthusiastic attitude towards mathematics.

Aims

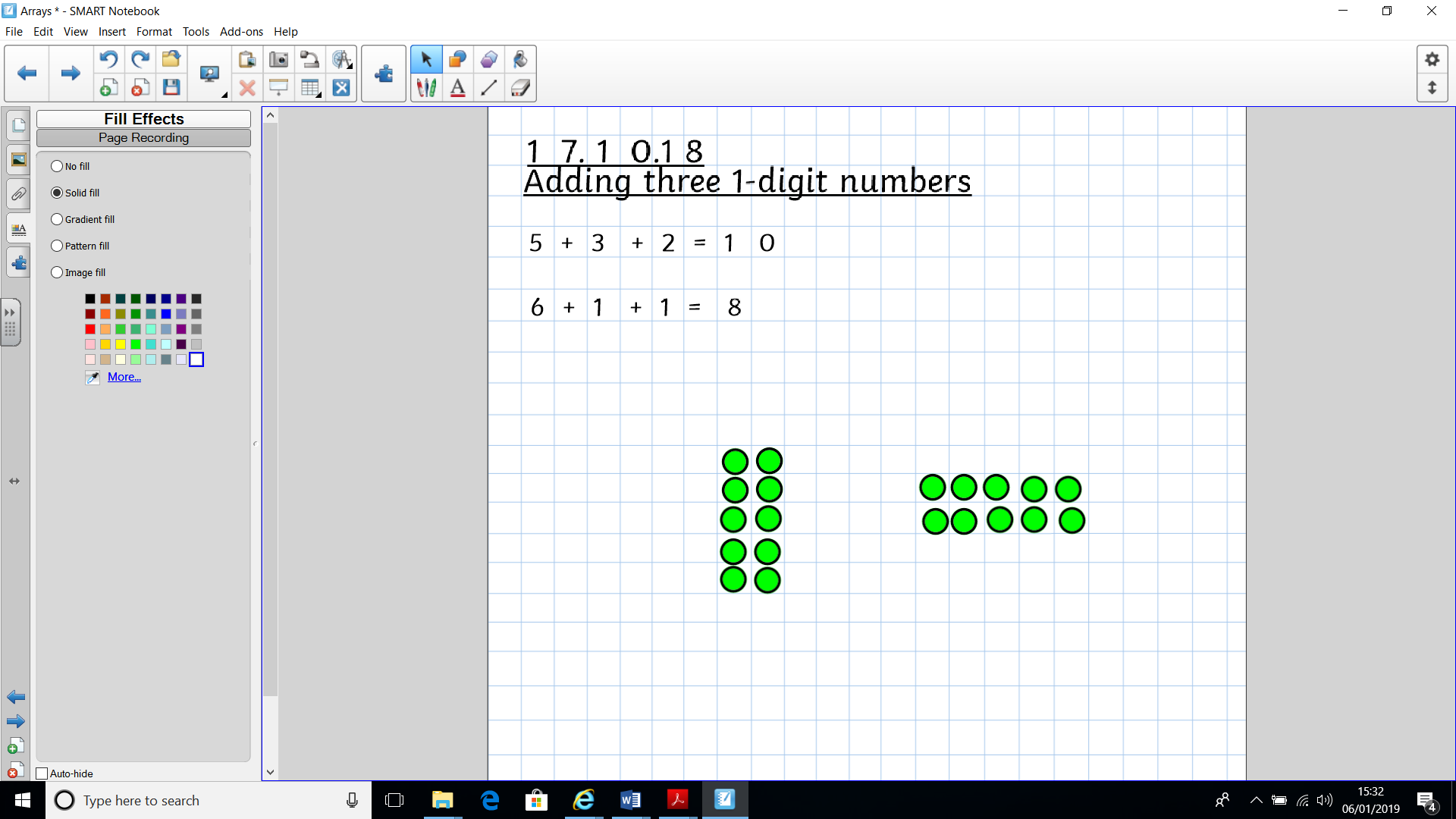
* To foster an enjoyment, fascination and confidence in maths for all children.
* To know by heart number facts such as number bonds, multiplication and related division facts and doubles and halves.
* To ensure all children can make links between mathematical ideas; relate mathematical concepts to the real world and apply these when reasoning and solving problems.
* To have a bank of mental and written methods/skills that they can draw upon and use when necessary.
* To ensure all children are able to achieve and are challenged appropriately.
* To develop children’s understanding and use of mathematical vocabulary.

Teaching

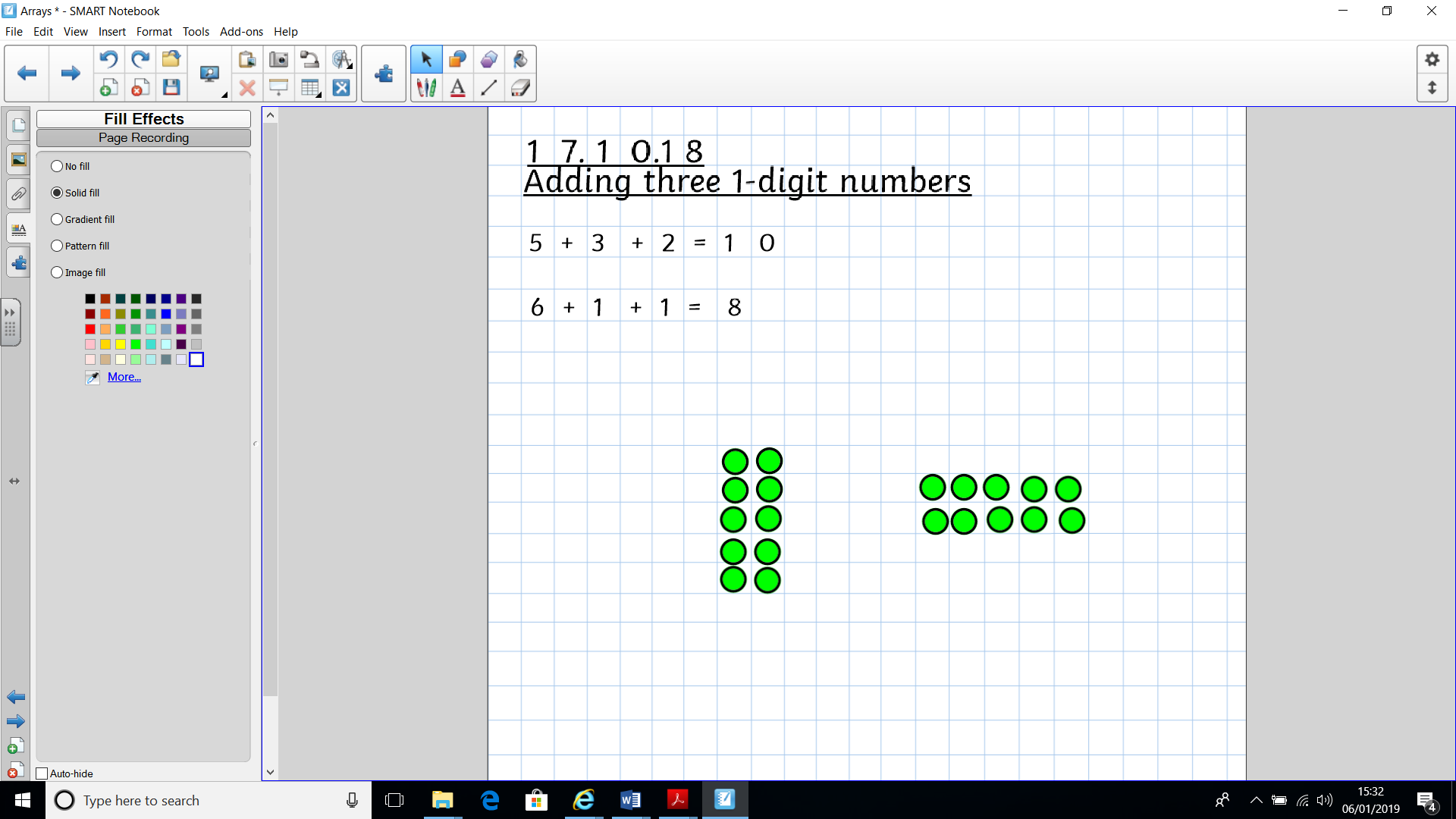
* In order to achieve our aims, all staff will teach to the Primary Maths National Curriculum, using the NCETM prioritisation documentation to support planning.
* All children will have 1 maths session per day. Minimum of 45 minutes.
* In addition to the maths session, children will take part in an additional, daily arithmetic session (number bonds, multiplication and division facts, doubles and halves).
* In EYFS, maths will be taught daily as part of a focus, discrete teaching activity. Children will then be provided with learning activities based upon this teaching, so that they can refine and develop their knowledge and start to apply their skills.
* EYFS use the Mastering Number programme 4x per week and use White Rose Maths to support planning for space, shape and measure 1x per week.

Books

* Each session will have the date and the title written at the top of the page. Children will miss one line after their title and start their work.



* Numbers should be written one digit per square and children will leave one line between each new question / answer.



* Sessions will show evidence of concrete-pictorial-abstract working where appropriate (see calculation policy) demonstrating progress through a concept. There should also be evidence of reasoning and problem solving within each objective for all groups of children.
* When necessary, worksheets will be stuck to the left-hand side of the page and children will complete their working out on the right-hand side of the page.
* Work will be marked following the marking policy. Active marking will take place where possible to ensure children’s misconceptions are addressed and their learning is moved on.
* Incorrect work should be corrected by the child in a green pen.

Assessment

* Throughout school, teacher’s formative assessment should be the main form of assessment, this should take place throughout each session so children can be challenged effectively.
* Formative assessment should impact on the following days planning to ensure children’s needs are met.
* Standardised assessments will also take place in line with the rest of MAT schools.

Classroom environment

* Mathematical vocabulary related to the current area of learning must be displayed on the working wall and referred to so that the children are immersed in it.
* Other supporting materials to support children must be displayed on the working wall so that they can refer to it during sessions.
* In EYFS, children have the opportunity to apply skills and embed knowledge through planned activities that are set up in both the indoor and outdoor areas.

Homework

* All children from Year 2 upwards must be set weekly TT Rock Stars challenges related to the timetables that they are working on.

*Date written: January 2022 This policy will be reviewed and updated September 2022*