

## Tenacres First School

### Mathematics Policy

At Tenacres, in Maths we aim to sustain and develop in all children:

1. Confidence, understanding and enjoyment in mathematics;
2. An awareness of relationship and pattern, and how these can bring about a clearer understanding of a situation;
3. The ability to work systematically where the task requires a careful accurate approach, as well as the ability to show imagination, initiative and flexibility when appropriate;
4. Independence of thought and action as well as the ability to co-operate within a group;
5. Problem solving skills and strategies;
6. Master key skills such as addition, subtraction, multiplication and division.

### Implementation

The approach to the teaching of Mathematics within school is based on:

- At least 4 Maths lessons a week in Years 2 – 4 (Year 1 after Autumn)
- Throughout the week lessons follow this structure:

#### Concrete- pictorial- abstract

e.g. using Numicon, Diennes, Cuisenaire, drawing pictures write and solving written calculations.

#### Reasoning

e.g. Explaining how they know, proving thinking, finding odd one out, disproving, addressing misconceptions.

#### Problem Solving

e.g. Written problems, open ended challenges, multiple answers and investigations.

different manipulatives e.g. Numicon, Diennes, cuisenaire to help children develop a solid understanding of number.

- All children are supported to achieve in the lesson- through the use of adult supported, scaffolded learning and adaptive teaching.
- All children are challenged according to their attainment in each lesson.
- Teachers use the White Rose suggested sequence, along with their progressional judgement to structure Maths learning.

- Maths lessons start with a Terrific in Ten session where children practice their Mental Maths skills and develop recall and efficiency. (see Mental Maths Progression document).
- Teachers follow our Calculation Policy (see document) to ensure we are teaching in a consistent and progressive way.
- Years 2- 4 take parts in times table sessions regularly throughout the week, including accessing Times Table Rockstars weekly on the I pads.
- Any children who are falling behind are supported with same day interventions, pre-teaching or over- teaching. They may also have extra interventions (such as Number Sense) to develop their basic Maths skills.

### **Resources**

All classrooms have a number of mathematical, age appropriate resources that are accessible to the children. Resources which are not used regularly are stored centrally.

### **Displays**

Each classroom should have a Maths display/working wall which displays current or recent learning and provides prompts and support that the children can use. The displays are updated to reflect the pace of learning. Displays can include; key vocabulary, children's work, teacher modelling, visual prompts and questions to develop reasoning skills.

### **Assessment**

Children in the Foundation Stage are assessed in accordance with the EYFS curriculum. Teachers use the EYFS assessment system.

Children in Years 1-4 are assessed in accordance with the National Curriculum. Teachers use the assessment grids, noting next steps for children who do not achieve the age related objectives.

### **Impact**

- Quick recall of facts and procedures.
- The flexibility and fluidity to move between different contexts and representations of Maths.
- The ability to recognise relationships and make connections in Maths.
- Enjoyment of the subject.
- Childrens confidence and resilience has improved significantly.