

Thomlinson Junior School



'LEARNING THROUGH EXPERIENCE AND ADVENTURE'

Maths Policy 2024/2025

Contents

1. Statement of Intent	3
2. Computing at Thomlinson Junior School.....	4
3. Teaching and Learning	5
4. Inclusion	6
5. Legal Framework	6
6. Roles and Responsibilities.....	6
7. Curriculum	7
8. Safeguarding: Online Safety.....	Error! Bookmark not defined.
9. Feedback and assessment	8
10. Resources	9
11. Monitoring and Evaluation	9
12. Health and Safety	Error! Bookmark not defined.

1. Statement of Intent

Curriculum Intent

Our well designed, ambitious curriculum places our pupils at its centre and we aim to deliver a curriculum that truly meets the needs of our children. All children have access to a rich, broad, exciting and balanced curriculum which enables each individual to develop emotionally, socially and intellectually.

We aim to offer a primary curriculum that not only inspires learning but develops skills, knowledge and understanding to successfully equip children for later life. At Thomlinson Junior School our school vision and values permeate all areas of school life and underpin all learning. Along with striving for high academic standards, we place great emphasis on inclusion and the nurturing of well-rounded children. Our curriculum is crammed with opportunities to promote pupils' personal development to ensure we have happy children who are ready to engage and access learning.

Curriculum Implementation

At the heart of our curriculum are our core subjects of English, Maths, Science and PSHE. We also truly value our wider curriculum, covering all other National Curriculum subjects. Progression of knowledge, skills and understanding is carefully planned, reviewed and adapted to ensure that children's learning builds effectively as they move through the school. Learning across the curriculum is sequential and each subject area has a clear rationale behind its design.

We are fully committed to providing our children with a wide and rich range of learning experiences beyond the classroom. Our classroom learning is routinely enhanced by interesting and exciting experiences including field studies, visits, workshops, trips and a range of residential locally and nationally!

At Thomlinson Junior School we are proud of the reputation of our inclusive school environment. Teachers and Teaching Assistants set high expectations for every pupil, responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils. Lessons are planned to ensure that there

are no barriers to every pupil achieving. Where necessary, pupils have access to specialist equipment and different approaches. Teachers plan lessons so that all pupils can access the full curriculum.

Curriculum Impact

It is important to us that our children achieve excellence not only in the core subjects, but in every curriculum subject. We have lots of ways of measuring and celebrating success across the curriculum, as well as ensuring that children know what they need to do to progress.

We ensure that we maintain a broad and balanced curriculum in the following ways:

- Experienced Subject Leaders for every subject.
- Every subject included in our School Development Plan and Monitoring Schedule - meaning that standards and attainment in every subject are always being checked and improved.
- Accountability to Governance for every subject - all subjects have a nominated governor, who leaders update regularly. It's the job of the governors to ask us challenging questions about how to make our school even better!
- Termly Pupil Progress Meetings.
- Communication with parents about all strands of the curriculum.
- To ultimately learn through experiences and adventures.

2. Maths at Thomlinson Junior School

This policy sets out Thomlinson Junior School's aims and strategies for the successful delivery of Maths. This policy should be read in conjunction with other relevant school policies such as the Calculations, Equal Opportunities, Curriculum, Finance, Teaching & Learning, SEND and Assessment policies. The policy has been developed by the Maths Leader (Mrs Little) in consultation with the SENCO, Leadership Team and teachers. Guidance from consultants and pupil, parent and staff voice have shaped and will continue to help shape this policy. This policy is based on government recommended/statutory

programmes of study. It is recommended that this policy is reviewed, at minimum, at the start of every academic cycle.

3. Teaching and Learning

Thomlinson Junior School believes that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. We understand the immense value Maths plays in supporting the whole school curriculum and in the day-to-day life of our school. Our intent is to provide children with a mathematics curriculum that will allow them to become confident individuals through developing their mathematical skills to their full potential. We also present maths as a challenging, exciting, creative and relevant subject in order to promote a positive and confident attitude. We aim to:

- Provide an exciting, rich, relevant and challenging Maths curriculum for all pupils.
- Enthuse and equip children with the capability to use Maths throughout their lives.
- Ensure use and understanding of a wide range of mathematical language and resources to discuss, explain and justify their mathematical thinking and reasoning.
- Provide opportunities to explore and deepen their mathematical understanding through a C-P-A approach, allowing exploration, achievement of fluency skills and application of skills to a range of problems and lines of enquiry.
- Instil critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with Maths.
- Develop an ability to solve problems, to reason, to think logically and to work systematically and accurately.
- Use Maths imaginatively and creatively to inspire and engage all pupils.
- Consolidate learning and concepts through repetition and intervention to acquire sound foundations for fluency in Mathematics.
- Ensure initiative and ability to work both independently and cooperation with others.

4. Inclusion

At Thomlinson Junior School, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN statement and non-statemented.

We place particular emphasis on Maths being inclusive for all pupils to access learning opportunities, particularly pupils with SEN and disabilities. Within daily Maths lessons teachers will provide differentiated activities/expectations to support children and ensure all children are challenged and succeed at a level appropriate to their ability.

5. Legal Framework

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (updated 2021) 'National curriculum in England: Mathematics programmes of study – Key stages 1 and 2.

6. Roles and Responsibilities

Head Teacher

- Monitoring the implementation of the Maths Policy.
- Ratifying (in conjunction with the Governing Body) the Maths policy and Maths Leader's Action Plan.
- Approving CPD and training which is in line with the whole school's strategic plan.
- Approving budget bids and setting them.
- Creating in conjunction with the Maths Leader, a long-term vision for Maths which includes forecasted expenditure and resources.
- Monitoring the performance of the Maths Leader in respect to their specific job role description for Maths.
- Ensuring any government legislation is being met.

Maths Leader

- Raising the profile of Maths for all stakeholders.

- Monitoring the standards of Maths and feeding back to staff in a timely fashion so they can act on areas for development.
- Ensuring assessment systems are in place for Maths.
- Maintaining overall consistency in standards of Maths across the school.
- Reporting on Maths at specific times of the year to the Governing Body/Head/Staff.
- Auditing the needs of the staff in terms of training/CPD.
- Actively supporting staff with their day-to-day practice.
- Seeking out opportunities to inspire staff in developing their practice through modelling and sharing new ideas, approaches and initiatives.
- Attending training and keeping abreast with the latest educational technology initiatives.
- Using nationally recognised standards to benchmark Maths.
- Creating Action Plans for Maths and supporting a long-term vision which feeds into the whole school development plan.
- Creating bids for the annual budgets and monitoring budget spend.
- Keeping an up-to-date log of all resources available to staff.
- Procuring physical and online resources that demonstrate best value.
- Reviewing the Maths curriculum and developing it as needed.
- Working as needed with the SENCO/Head Teacher to ensure provision is above adequate.

7. Curriculum

As a school, we have chosen the White Rose Maths Scheme of Work from Year 3 to Year 6. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. We are confident that the scheme of work more than adequately meets the national vision for Maths. It promotes kinaesthetic learning to ensure children acquire fluency of skills by introducing concepts in a practical/concrete way to progress to pictorial then abstract (C-P-A) and integrates with our own assessment procedures. Furthermore, it gives excellent supporting material for less confident teachers.

Teachers also use online resources such as Master the Curriculum and Classroom Secrets, that support the WRM scheme of work, to personalise their lessons and ensure variety.

- **Key Stage 2 Outcomes:** Please see the following document on our website under Curriculum; Our Curriculum; Maths: DfE (updated 2021) 'National curriculum in England: Mathematics programmes of study – Key stages 1 and 2, for all KS2 learning outcomes.

8. Feedback and assessment

- Formative assessment is undertaken each lesson in Maths and pupils are very much encouraged to be involved in that process. Feedback can be verbal during the lesson (most valuable) and, in some cases where it is appropriate, written.
- During daily lessons children are encouraged to self-mark their work in a positive way using red pen. This provides children with immediate feedback. Mistakes are discussed and correction time given as part of a lesson. Children respond well to this and learn from their mistakes and misconceptions. We see assessment as an integral part of the teaching process and strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the children, thus benefiting the pupils and ensuring confidence and progress.
- WRM planning is taught in blocks. Where applicable, prior to each block, children complete a 'block test' (pre-assessment) and then, at the end of the block, post assessment 'block test'. This has been found to be a clear way to measure short-term progress as well as inform teachers planning and future lessons.
- Pupil attainment is assessed using the NFER end of term assessments, (Autumn, Spring and Summer Terms) assessing all blocks taught over the term. This assesses long-term progress and supports teachers in assessing children against age related expectations. Termly assessments are recorded in Scholar Pack, as year group emerging, developing, expected or greater depth. Some children working below their year group expectations are recorded accordingly.

- Each term, the maths lead (alongside the HT and Assessment lead) analyse the data for attainment across school to identify the percentage of those working at, above or below expected. This enables the SLT (including SENCO) to identify groups of children who are at risk of underachieving, in which case, intervention strategies and support are implemented.

9. Resources

- All resources are procured with the underlining considerations of value: The extent at which the resource impacts on learning and the material cost of this.
- A range of concrete and online resources are available which successfully supports delivering the Maths curriculum and enables all learners to reach their full potential.
- Resources are suitably maintained and replenished when needed, which is overseen by the Maths Leader (Mrs Little).
- The Maths Leader (Mrs Little) keeps up to date with the latest Maths and White Rose resources and will make informed decisions about possible procurement of them through their own research.
- Suggestions for getting the very best out of the resources are made available to teaching and support staff by the Maths Leader (Mrs Little).
- The Maths Action Plan details foreseen future resource procurement which is shared with senior leaders before the budget setting period.

10. Monitoring and Evaluation

Monitoring standards of teaching and learning within Maths is the primary responsibility of the Maths Leader.

Monitoring will be achieved through:

- Work scrutiny.
- Learning walks.
- Observations.
- Pupil voice.
- Teacher voice.

- Reflective teacher feedback.
- Learning environment monitoring.
- Dedicated Maths Leader time.

Evaluation and Feedback will be achieved through:

- Dedicated Maths Leader.
- Using recognised standards documentation for end-of-year expectations.
- Using recognised national standards for benchmarking Maths provision in primary schools.
- Feedback on evaluation of monitoring activities to be provided by the Maths Leader in a timely manner.
- Feedback on whole school areas of development in regard to Maths to be fed back through insets/staff meetings.

Updated: September 2024

Next review: September 2025