



ST. NICHOLAS SCHOOL CHILD OKEFORD

A CHURCH OF ENGLAND VOLUNTARY AIDED PRIMARY SCHOOL

MISSION STATEMENT

'Be the best you can be!'

I can do all things through God who strengthens me.

Philippians 4:13

Every voice heard, every day a new chance, everyone exploring
opportunities.

MATHS AND CALCULATION POLICY

POLICY SUMMARY

*This policy outlines the teaching, learning, organisation and management of
mathematics, including progression in calculation, at Child Okeford School*

DATE ADOPTED

March 2018

REVISION
NUMBER

2

LAST REVIEW

June 2020

NEXT REVIEW

June 2022

At St Nicholas Primary School, we believe mathematics is an important part of children's development throughout the school, right from an early age.

Intent

We intend on delivering a curriculum which:

- Ensures our children have access to a high quality maths curriculum that is both challenging and enjoyable.
- Provides our children with a variety of mathematical opportunities, which will enable them to make the connections in learning needed to enjoy greater depth in learning.
- Recognises that mathematics underpins much of our daily lives.
- Ensures children are confident mathematicians who are not afraid to take risks.
- Fully develops independent learners with inquisitive minds who have secure mathematical foundations and an interest in self-improvement.
- Allows all staff and children to have a positive mind set towards maths
- Is in line with the expectations in the National Curriculum 2014

Implementation

- In Reception, we relate the mathematics aspects of the children's work to the objectives set out in the Early Learning Goals. Numicon is used to make numbers real for children through them being able to see and touch them.
- In KS1 and Year 3 children will follow the Maths No Problem Scheme. This scheme believes that every child can master an understanding and love of maths. Children develop their mathematical fluency and are able to solve non-routine maths problems.
- In KS2 children will follow the Power Maths scheme. This scheme focuses on building skills and confidence in maths, so that everyone can engage with opportunities, achieve, and progress throughout their lives.
- The calculation policy is used within school to ensure a consistent approach to teaching the four operations over time.
- Children who have shown their understanding will have opportunities to apply these skills in a deepening activity.
- Working Walls are used in every classroom; displaying mathematical vocabulary and methods to aid children's learning and understanding.
- Marking in maths follows the school's Marking Policy. Ideally work should be marked and assessed within the lesson and misconceptions immediately addressed and intervention provided if required.
- Pre-teaching of concepts and vocabulary are given to those that need it to ensure they can access the learning confidently.



- To support learning we have a range of mathematical resources in classrooms including Numicon, Base10 and counters.
- A love of maths is encouraged throughout school via links with other subjects, applying an ever growing range of skills with growing independence.
- In order to support teacher judgements children are assessed in the Autumn and Summer term through the use of NFER tests in Years 3-6, White Rose end of topic assessments are used in Year 1 and 2. SATS are used to assess children's progress in Year 2 and 6.
- Attainment is reported to parents in the end of year report.
- Assessment informs the teaching and learning sequence and interventions are available within a 'keep up not catch up' culture.

Impact

We want to see:

- Children showing confidence in believing that they will achieve.
- Termly learning walks to ensure the subject leader is clear of the learning taking place across the school.
- Termly book scrutiny to check the coverage of the curriculum and the impact of the marking policy.
- Collaborative work with other maths leads to ensure a consistent approach to maths teaching and learning.
- Progress tracked through the use of SIMS with termly data.
- A tracking system of children's progress of each mathematical strand through the use of SIMS.