ST. NICHOLAS SCHOOL
CHILD OKEFORD

A CHURCH OF ENGLAND
PRIMARY SCHOOL

Mission Statement

Exploring Possibilities Together

Love one another, as I have loved you
John 13:34

MATHS AND CALCULATION POLICY

POLICY SUMMARY

At Child Okeford School our curriculum has been designed, planned and organised to promote our core aim: to develop happy, well rounded, confident individuals who achieve their potential as a result of a wealth of experiences.

POLICY DATE	REVIEW
July 2022	**July 2024**

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

It is our intent that children will learn through a mastery approach, which is deep, sustainable and achievable for all. Essentially, our ethos is that all children can be successful in the study of mathematics.

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

At St. Nicholas, we recognise that children need to be confident and fluent across each yearly objective. To ensure consistent coverage, teachers follow the Power Maths scheme of learning to support their planning.

- 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.

- The Power Maths scheme focuses on building skills and confidence in maths, so that everyone can engage with opportunities, achieve, and progress throughout their lives. Every lesson is divided into sections that involve plenty of discovery, sharing, thinking together, practice and reflection.

- 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; this helps build the Concrete, Pictorial and Abstract (CPA) approach.

- 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 through the use of NfER tests in Years 2-6. In Year 1 we use teacher assessments. In the Summer term NfER tests are used for years 1, 3, 4 and 5. SATS are used to assess children's progress in Year 2 and 6. Each unit in maths ends with an end of unit check to assess children's understanding.

- In the Early Years there is ongoing daily assessments linked to the EYFS profile.

- 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.

- We use pupil progress forms to identify those children falling behind and provide suitable support and interventions to help these children make progress. These are reviewed termly.

Impact

We want to see:

- Children showing confidence in believing that they will achieve.
- Children using correct mathematical vocabulary
- Children confident to explain their reasoning
- 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.