



Shenstone Lodge School

Mathematics Policy

Author	Written/Reviewed	Approved by Governors	Next Review
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Mathematics Policy

Intent

At Shenstone Lodge School our intent is to promote and foster a positive attitude to the learning of Mathematics in a safe, learning environment. Our pupils are taught to recognise the importance of Maths in every aspect of daily life.

We will provide all our pupils with a high quality, challenging and engaging curriculum. We will deliver a mathematical understanding of the world and an enjoyment of Maths which will enable a happier and independent approach to life outside of the classroom.

As part of a broad and balanced curriculum, which caters for pupils with Social, Emotional and Mental Health challenges, we provide our children with carefully sequenced steps which enables all pupils to make progress using White Rose Maths. If the need arises, staff are expected to create a personalised curriculum, adapting White Rose Maths to the needs of individual pupils.

We will provide opportunities to develop their ability to reason mathematically with a sense of enjoyment and curiosity about the subject.

Implementation



White Rose Maths provides detailed "schemes of learning" from Early Years up to GCSE level, lessons are designed to be flexible enough to adapt to any curriculum or timetable.

The White Rose Maths curriculum is designed to provide pupils with a solid foundation in mathematics. Pupils will gain a deep understanding of mathematics and enjoy solving mathematical problems. White Rose Maths is not just about teaching maths, it is about developing mathematical thinking skills. The aim of this

program is to ensure that students are able to think mathematically and solve problems with confidence.

Our aim is for young mathematicians to become:

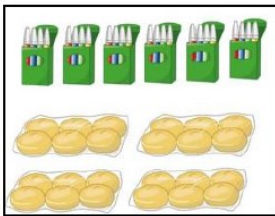
- Confident and able to recall and apply mathematical knowledge in different contexts
- Able to explain their methods and thinking processes and apply skills in context
- Fluent in different areas of maths
- Efficient in applying problem-solving and reasoning skills
- Independent thinkers
- Making number work fun Maths
- Aware of the Maths/ concepts/ process they are 'doing'

Traditional maths teaching has been criticised for being too abstract and difficult to grasp by many young learners. The mastery method is based on the idea that learning mathematics should be fun and enjoyable. It focuses on developing deep understanding rather than memorisation. This means that it helps children develop self-belief, persistence and resilience.

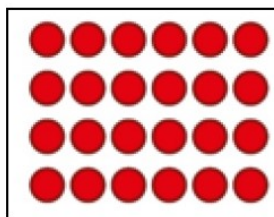
White Rose Maths offers a 'small steps' progression and yearly frameworks, which allow children to learn at their own pace while still achieving high standards.

White Rose Maths helps children develop their conceptual understanding of mathematics by using concrete objects, pictorial representations and abstract thinking. This inclusive approach is based on the principles of cognitive psychology and child development.

Concrete



Pictorial



Abstract

$$\begin{array}{l} 6 \times 4 = 24 \\ 4 \times 6 = 24 \end{array}$$

Other Elements

Fluency - Number Facts

It is critical that children know the number facts in line with their year group or the maths they are learning. Without secure number facts, learners have to spend too much processing time calculating rather than investigating and practising new concepts. Subsequent years build on that experience.

EYFS

EYFS follow the White Rose schemes of learning – principally securing the representations of numbers up to 10 and recognising number to 20. Children are encouraged to spot patterns and identify differences through variation. EYFS children begin their fluency journey by noticing and recalling numbers up to 20. EYFS practice is predicated on exploration and discovery with songs and repetition to secure foundational knowledge.

Impact

Through the White Rose learning journey and the clear small steps approach, the teachers, support staff and the pupils assess their learning continuously throughout the lesson.

At the end of the unit, block assessment tasks are completed, where children have the opportunity to reflect on their knowledge and understanding.

We are developing our assessment systems (Arbor) to enable teachers to make informed judgements about the depth of learning and the progress learners have made over time.

Examinations range from KS1 and KS2 SATS, functional skills qualifications to G.C.S.E's.

Monitoring and Evaluation

The following elements will be monitored:

- Planning
- Pupil's Books
- Pupil Voice
- Learning Walks.

Learning Walks will be used to monitor classroom practice - including:

- Working Walls

- Pupil Voice
- Delivery of Learning
- TA Provision including Intervention

Inclusion

Learning experiences are differentiated in a way as to meet the needs of all pupils.

All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities as well as support from staff members. Differentiation is done by support, outcome or task.

The activities aim to develop a pupil's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethical background.

Homework

Homework will be given to all students in KS3 and KS4 to meet the needs of the pupils.

Staff Continued Professional Development

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader or the Mathematics Adviser through INSET. All staff who attends any CPD course must provide feedback/disseminate the information.