



*Our Best Preparation for Tomorrow  
Is Doing Our Best Today*

**Westbrook Old Hall**  
PRIMARY SCHOOL



# **Westbrook Old Hall Primary School Maths Policy**

Spring 2022

## **SCHOOL MISSION STATEMENT**

We believe that the best preparation for tomorrow's future is striving to do our best today.

We believe that because our children matter, they have the right to be safe and healthy, happy and confident, recognised for the individuals they are and for those they might become.

We believe that because our children's achievement matters, they have the right to an excellent learning environment that promotes high expectations, ensures inclusion, recognises diversity and promotes progress and attainment.

We believe that because our children's future matters, they have the right to lead, the right to follow, the right to take best advantage of present and future technology and the right to a global life free from threat

### **Aims (Outcomes)**

Our school aims that all children:

- Are tolerant and responsible
- Are happy and confident
- Are safe and healthy
- Are skilled and willing
- Are eco aware
- Are techno 'cute'
- Are leaders and partners
- Are flexible
- Are given every opportunity to attain and progress
- Are mindful of the joy of diversity
- Are focussed on being excellent in all they do
- Are expected always to do their best

## **SCHOOL AIMS**

Our children matter, as does their achievement and so too does their future.

### **Because our children matter, we will work to:**

- Ensure they are safe and ensure that they can keep themselves and others safe too
- Make sure that school life is happy, enjoyable and rewarding – taking each and every opportunity to build confident, positive citizens of the future
- Develop individuals with a sense of responsibility to themselves and to their community, able to respond positively to different views and beliefs

### **Because our children's achievement matters, we will work to:**

- Release and develop the excellence latent in all our children
- Ensure high expectations in all we do, developing a culture that remains positive about the steps to success and able to celebrate success accordingly
- Provide an inclusive learning framework where individual needs are recognised and catered for, where diversity is celebrated for what it offers our school community
- Ensure that all children make good progress leading to attainment appropriate to potential
- Develop learners with a love of learning and a commitment to future learning in life

### **Because our children's futures matter, we will work to:**

- Develop their ability to release the opportunities provided by technologies present and future
- Develop their awareness of their footprint upon this 'one' world and how they can contribute to its sustainability
- Develop a skills base and a solution-focussed attitude that can be applied to effect in a variety of circumstances now and in the future
- Develop an ability to lead others and to be led by others in productive working partnerships

## **EQUALITY STATEMENT**

Equal Opportunities is the responsibility of the whole school community and must be reflected throughout the organisation of the school and be addressed in the taught and hidden curriculum.

All staff, governors, parents/guardians and pupils will be involved in developing, implementing and monitoring the equal opportunities policy and practice.

All staff, governors, parents/guardians and pupils regardless of race, religion, ethnicity, disability, age, gender, sexual orientation and socio-economic background, are welcome and will be encouraged to participate in the life of the school.

The school recognises its responsibilities under the Equality Act 2010 to eliminate discrimination and to promote good race relations.

## **BRITISH VALUES**

The government set out its definition of British Values in the 2011 Prevent Strategy. At Westbrook Old Hall we reinforce regularly the following values through an agreed programme: Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of Different Faiths and Beliefs.

## MATHS POLICY

*“Mathematics as an expression of the human mind reflects the active will, the contemplative reason and the desire for aesthetic perfection. Its basic elements are logic and intuition, analysis and construction, generality and individuality.” Richard Courant*

### The purpose of this policy

The purpose of this policy is to make explicit how maths is taught across the school

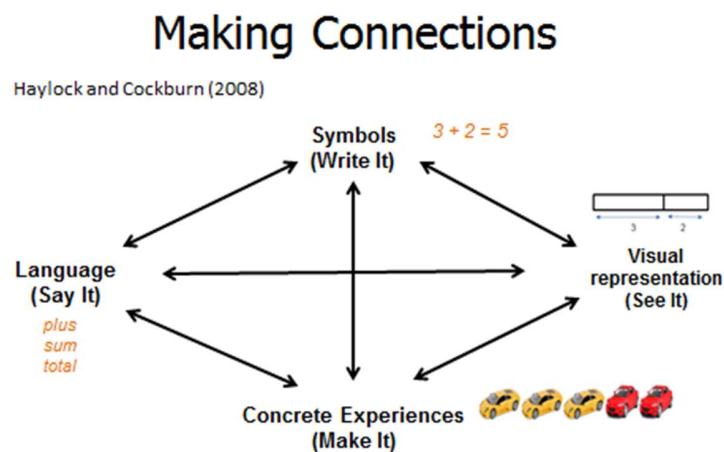
### Teaching and learning

The teaching of mathematics will be in line with the whole school teaching and learning policy.

Mathematics teaching will be in line with the national curriculum in Years 1 to 6 and the Revised Early Years curriculum in the EYFS.

At Westbrook Old Hall we teach maths for mastery. This means that our children will acquire a deep, long term, secure and adaptable understanding of mathematics. This means that all children can achieve.

Within each lesson the children will have opportunities to visually represent the concept; make it; practise using the language associated with the concept and practise using it. This follows the Haylock and Cockburn (2008) concept:



Our aim is to develop mathematical thinkers. Within lessons, teachers present children with problems that encourage them to explore and talk about maths; experiences which help the child to develop their mathematical confidence and to master concepts successfully.

## The Five Part Maths Lesson

- 1. Review and do.** Link with previous learning and the new lesson.
- 2. Introduce the Hook.** The 'Hook' is the problem, which the children tackle in pairs or within small groups, in order to develop mathematical language and confidence. Time should be spent on the 'Hook', ensuring that skills and knowledge are embedded. Children can be grouped/paired in various ways (mixed ability, friendship groups or ability groups), dependent on children and topic being taught.
- 3. Share learning.** The teacher shares/addresses misconceptions that arise from the 'hook'.
- 4. Refine the technique.** Direct teaching of the strategy being taught: the teacher will introduce images and models (e.g. bar models) and give the children the opportunity to explore and thus deepen their understanding and to make connections.
- 5. Practise.** Independent work is completed in maths books. The work may be differentiated, depending on the needs of the pupils.

It is important to remember that the five-part maths lesson needs to be tailored to the needs of the children. Therefore, the lesson may not follow the same format each day, but the basic concept must be followed each week.

## Interventions

- Children will be identified on a daily basis for intervention. During the afternoon sessions, the year group teaching assistant will take the child out of class to deal with any problems encountered by the child in the maths lesson.
- Children who are at risk of not achieving the expected level for their age group will be identified for extra intervention/support.
- Within lessons SEN, FSM and EAL children will be supported by TAs.

## Display

- Within each classroom there will be a designated maths working wall. The work and content of the display will be updated on a regular basis, depending on the topic being taught. The aim of the display is to act as an aid to learning for the children.
- The displays will be consistent throughout the school, with each one being split into 4 sections: talk it; see it; make it; write it.

## Resources

- Everyday mathematical resources are kept within each classroom. Other resources are stored in a central resource area.
- All teachers should organise an area within the classroom dedicated to mathematics resources. This area should be easily accessible to all children and will allow them to become familiar with all resources.
- Resources, which are not used or required regularly, are stored centrally in the photocopying room.

- White Rose resources can be used to aide planning. Other planning resources will also be available, such as Maths No Problem.

## **FORMAL ASSESSMENT**

- KS1 SATs
- KS2 SATs
- NFER tests – Years 1 to 6. Tests take place in December and May (Y1 – June)
- Times Table Test for Year 4 to take place from June 2020
- Also refer to the Assessment Policy

## **ROLES AND RESPONSIBILITIES**

### **Headteacher/Deputy headteacher**

- monitor the development of mathematics in the school
- support the mathematics subject leader in taking mathematics forward
- review the action plan and monitor its progress
- ensure that arrangements are made to meet the training needs of teachers and other adults involved
- manage the school's allocation of resource funding, including leadership time
- ensure parents are informed and involved

### **Mathematics Subject leader**

- To carry out the audit, reviewing and amending of the action plan
- Prepare, organise and provide school based INSET meetings, workshops and staff meetings.
- Assist with the monitoring of teaching and planning and the analysis of SATs and other year group results.
- Preparation, review and implementation of school policy documents and guidelines taking into account the recommendations of the New National Curriculum and EY
- Liaison with staff in school – working alongside them giving guidance and support.
- Introduce, organise and maintain the school's mathematics resources.
- Take responsibility for own professional development by attending courses and keeping up-to-date with current developments within mathematics education.
- Liaison with mathematics subject leaders in other schools
- To provide an example to the school by taking a lead in teaching mathematics and classroom organisation.
- Maintaining contacts beyond school with numeracy consultants, advisory staff and other outside agencies.
- Ensuring equality of opportunity for all pupils.

## **Times Tables**

- From June 2022 the children in Year 4 will take a Times Table Test
- Times Tables Rock Stars will be used on a daily basis, either at home or school, by children in Years 2 through to 6.

## **MODERATION AND REVIEW**

- This policy should be reviewed annually, with staff being informed of any changes.
- The maths lead will monitor teaching and learning in the subject, ensuring that the content of the national curriculum is covered across all phases of pupils' education
- The link governor for maths is briefed to oversee the teaching of maths and meets regularly with the maths lead to review progress.