



Knights Templar Community Church School and Nursery

Work at it with all your heart

Head Teacher: Mrs Laura Weaver, BA Hons QTS

Maths Policy

<i>Date Approved by the Headteacher</i>	<i>Review Period</i>	<i>Date to be reviewed</i>
<i>March 2025</i>	<i>Annual</i>	<i>March 2026</i>

Our Key Priorities are:

- Fully embed the Mastering Number Program from EYFS to Year 4 (Quality of Education)
- Fully develop Maths and Oracy across the school, working on an ethos of being able to talk about the maths in order to achieve a deeper understanding of the maths being taught.
- To develop teacher's subject knowledge to challenge children's learning in every lesson

Maths Provision at Knights Templar Community Church School

Maths in Early Years Foundation Stage and Nursery

Planning

Reception are following The Mastering Number Programme to embed a strong sense of number. This is supplemented with planning for Shape, Space and Measure and Numerical Patterns from our EYFS Lead. Nursery and pre-school have also embedded ideas from this work into their weekly plans.

Children entering nursery (0-2yrs), pre-school (3-4yrs) and the Reception class (4-5yrs) will be assessed against the EYFS areas of learning – Number and Numerical Patterns.

Within 6 weeks of the child starting in Reception, they will be given a 'baseline' assessment.

Expected standards for the Foundation Stage are:

End of pre-school

Nursery staff will use their knowledge of the children and the school readiness checklist developed by the Early Years lead to make a judgement as to whether the children are at the expected level of development.

On track = at expected level of development

Not on track = not at expected level of development

End of Reception

Early Learning Goals (ELG) Expected = Working at expected level of development

Early Learning Goals (ELG) Emerging = Working below expected level of development

Formative Assessment

Throughout the reception year, children are monitored on their progress in all areas of development including Number and Numerical Patterns. Progress is recorded by observing and assessing children and judging outcomes at the end of each half term as 'on track' or 'not on track' to achieve the Early Learning Goals at the end of the reception year in Number and Numerical Patterns. In line with the Early years foundation stage statutory framework there is no requirement to keep written records in relation to this.

Assessment Cycle

Baseline – within six weeks of the child joining the setting.

Half Termly – progress towards the Early Learning Goals for EYFS Number and Numerical Patterns.

Summer Term- completion of EYFS profile

Summative Data

At the end of Foundation Stage, all children will be assessed against the EYFS Profile Early Learning Goals. This will state if they are working at:

- Emerging*
- Expected*

Planning

From September 2022, Knights Templar Community Church School adopted a structured approach to our maths planning. Our curriculum is based on NCETM Curriculum Prioritisation Materials with supplemented resources from White Rose. This is to ensure that we use the small steps to embed conceptual understanding for all children. We also have a calculation policy that was devised with a Maths consultant and Maths Leads from across West Somerset as part of the West Somerset Opportunity Area.

Long Term Planning

We have a Long-Term Plan that is bespoke to Knights Templar Community Church School. This is based on the NCETM Curriculum Prioritisation Materials, with clear progression for all mixed aged classes. This document is ever evolving as the structure of our classes change.

Medium term Plan

The NCTEM Programme sets out which aspects of maths are to be taught in a termly sequence of blocks (units of work.) Each term is supported by a sequence of 'small steps' which sets out the teaching sequence for each unit and other relevant support materials from a variation of resources (where appropriate) such as 'White Rose,' 'I See Reasoning' and 'Arithmekits.'

There is also a skills progression plan for teachers to understand the skills children have been taught in previous year groups, skills that will be taught in their current year group and skills that will be taught in future year groups.

Short Term Planning

All Key Stage 1 staff at Knights Templar Community Church School use a lesson format that promotes independent learning through provision activities and teacher led input. Year 1 and 2 children are taught separately to be able to move through the curriculum at their own pace.

All Key Stage 2 staff at Knights Templar Community Church School use a six-part lesson plan format. This includes a Teacher Input – Fluency – Reasoning – Problem Solving – Greater Depth Challenge – Plenary. The Teacher Input should include an anchor question to teach and model the skills needed for the lesson. Fluency, Reasoning, Problem Solving should include guided work and independent work.

Knights Templar Community Church School's short term planning also embeds the use of a range of methods such as The Bar Model, Part-Part-Whole and the use of Concrete, Pictorial and Abstract (C.P.A.) methods. Lesson content is supported by the use of appropriate manipulatives and resources (such as NCETM PD Spines or White Rose). All maths lessons must include a clear Learning Objective that is thoroughly explained and referred to throughout the lesson by the teacher. Every Maths book will have a clear date and learning objective for every new learning objective taught.

Mastering Number

Mastering Number is a DfE approved program to improve the fluency of children's factual knowledge of number. In EYFS, the focus is composition of number. In Key Stage 1, the focus is additive reasoning. In Key Stage 2, the focus is multiplicative reasoning.

Mastering Number is taught to all children from EYFS to Year 4.

In Key Stage 1, children work through the Year 1 and Year 2 Mastering Number program. In Key Stage 2, children complete the Year 4 Mastering Number program.

Some children who have specific needs may complete the Mastering Number program from a different year group to their own.

Differentiation

The expectation is that the majority of pupils will move through a Maths Lesson/ Unit of Work/ Curriculum at broadly the same pace.

For all children to have a thorough conceptual understanding of the different areas in maths our teaching at Knights Templar Community Church School revolves around moving children from Concrete Materials, to Pictorial representations, to Abstract Symbols/Representations (C.P.A).

Differentiation is provided to all children through the level of questions within the teacher part and guided part of the lesson, through the resources or manipulatives that children may use and the classroom support they have (e.g. Teaching Assistants). In some cases, children may be taught in specific groups or individually as necessary in order for the children to make the accelerated progress they may need to catch up.

It is expected that children who grasp concepts rapidly are challenged to explore mathematical concepts by broadening their understanding before accelerating through new content. Children are

encouraged to think more deeply about the mathematical concepts through the use of rich discussions and mathematical language.

For children who are not sufficiently fluent with a concept, they will have rapid intervention on the same day or as quickly as possible in order to consolidate understanding. This is to ensure that children 'Keep Up' rather than 'Catch Up'.

All children will be exposed to Problem Solving and Reasoning questions through the teaching sequence.

Assessment

Children are assessed against the National Curriculum objectives and expectations for their year group. Each year groups expectations are graded as:

- Emerging (E) – Working Below Age Related Expectation
- Developing (D) – Working Towards Age Related Expectation
- Secure (S) – Working At Age Related Expectation
- Greater Depth (M) – Working Beyond Age Related Expectation

On-going assessments are recorded on SIMs where staff input Teacher Assessments on a half termly basis. These assessments are informed by questions from the NCETM assessment guidance, Mastery Assessment Questions from the NCETM and independent work. This information is then recorded on a Maths Assessment Matrix and tracked accordingly.

End of year targets are set for each child based on information gathered from Maths Assessment Sheets and SIMs Data.

Optional Standardised Assessment Test

In June, all Year 2 children sit an Optional Standardised Assessment Test in Mathematics (Optional Key Stage 1 SAT). This test is marked by class teachers and used to support their existing knowledge of the child's attainment level. An overall attainment level is reported to parents as a 'Teacher Assessment.'

All children will sit this test under supervised test conditions and have access to resources to show their understanding of the mathematical concepts covered within the test.

Year 4 Times Tables Check

Year 4 are required to take an online Multiplication Tables Check (MTC) in June based on their recall of the multiplication tables up to and including 12×12 . This test will help to identify children who have not mastered their times tables. This will inform the child's next school if extra support is needed.

Assessment for Learning

Teachers will:

- Carry out continuous assessment
- Use assessment judgements made during lessons to adjust future planning
- Make comments in pupil's books related to the learning objective
- Carry out end of unit assessments to identify gaps in knowledge
- Complete Half Termly assessments to track progress of children, using the relevant Assessment Sheets
- Administer Optional SAT (Year 2) and Times Tables Check (Year 4)
- Inform Parents and Carers of their child's progress and targets.

Monitoring

Monitoring of the standards of children's work and the quality of teaching is the responsibility of the Subject Lead and the Senior Leadership Team.

Teaching and Progress is monitored at least half termly but more frequently if necessary. This involves:

- Tracking and data analysis by SLT and Maths Lead through SIMs
- Lesson Observations
- Learning Walks
- Book Scrutiny
- Pupil progress meetings

Intervention

It is the responsibility of the class teacher to assess children who need additional support to 'keep up' with Maths lessons. This will be achieved in a variety of ways:

- Same day in-class intervention
- Pre-teaching of vocabulary and some mathematical concepts
- Use of our Intervention Programme – Number Stacks. This can be delivered by trained Teaching Assistants

Special Educational Needs

All children that have identified Special Educational Needs will have access to all subjects in the National Curriculum. Teachers will plan lessons that have no barriers to pupils achieving with appropriate targets for every child to make progress in Mathematics.

Contribution of Mathematics in Other Areas of the Curriculum

Mathematics contributes to many subjects within the primary curriculum and opportunities will be sought to draw mathematical experiences from a wide range of activities. This will allow children to begin to use and apply mathematics in real contexts.

Resources

Knights Templar Community Church School is thoroughly resourced through the West Somerset Opportunity Area. Resources are readily available to support children's learning and understanding. Resources will be upgraded and replenished as the need arises. An annual audit will be taken by the subject lead in the summer term in preparation for the next academic year.

Training and Continuing Professional Development

At Knights Templar Community Church School CPD for Mathematics will be provided regularly (at least termly). Additional training will be provided as necessary.

The Maths Lead (Alexandra Walker) will have CPD from Mathstopia (Jo Cronin) and through the PEIA (Boolean Maths Hub)

Roles and Responsibility for the Policy

Role of the Head Teacher and Senior Leadership Team

The Head Teacher and Senior Leadership Team will:

- Ensure that all personnel are aware of and comply with this policy.
- Provide strong leadership and have high expectations to raise achievements.
- Use data to effectively to identify children who are underachieving or are making better than expected progress.
- Evaluate the impact of strategies and interventions that have been implemented within the classroom.
- Work closely with the subject lead.
- Provide guidance, support and training to all staff.
- Monitor effectiveness of the policy.
- Report to the Governing body on the success and development of this policy.

Role of the Subject Lead

The subject lead will:

- Lead the implementation of this policy throughout the school
- Work closely with the Head Teacher, Governing Body, SLT and SENCO
- Be accountable for standards in this subject area

- Monitor standards by:
 - Auditing the subject area
 - Review the scheme of work
 - Monitor teachers planning lesson observations
 - Book scrutiny of children's work
 - Discussions with pupils
- Ensure continuity and progress throughout the school
- Devise a Maths Action Plan
- Provide Guidance and support for all staff
- Provide training and CPD for all staff
- Attend regular Mathematics update meeting and CPD
- Keep up to date with new developments
- Undertake annual audit of resources
- Purchase new resources when required and in preparation for the new academic year
- Report to the Governing Body on the success and development of the policy

Role of the Nominated Governor (Briony Waterman)

The Nominated Governor will:

- Work closely with the Head teacher and subject leader
- Ensure this policy and other linked policies are up to date
- Ensure that all members of staff are aware of the policy
- Report to the Governing Body every term
- Annually report to the Governing Body on the success and development of this policy

Role of School Personnel

Staff will:

- Comply with aspects of this policy
- Work closely with the Subject Lead to develop this policy
- Devise medium term and short-term plan
- Develop mathematical fluency, numeracy and mathematical understanding in all subjects
- Develop pupil's spoken language, reading, writing and vocabulary in mathematics
- Have high expectations for all pupils and will provide work that will extend them
- Assess, record and report on the development, progress and attainment of pupils
- Achieve high standards
- Celebrate the success of pupils in lessons
- Attend appropriate CPD

Role of Pupils

Pupils will:

- Be aware of and comply with this policy
- Listen carefully to all instructions
- Ask for help if they do not understand
- Participate fully in lessons
- Participate in class discussions using appropriate vocabulary
- Treat equipment with respect
- Take part in questionnaires and surveys

Role of Parents/Carers

Parents/carers will:

- Be aware and comply with this policy
- Be encouraged to take an active role in the life of the school by attending:
 - Parent-teacher consultations
 - Class assemblies
 - Curriculum development workshops
- Be encouraged to respond to curriculum information letters
- Be informed to respond to termly Class Newsletters of the topics their child is covering in class
- Be asked to be part of periodic surveys conducted by the school on curriculum development
- Encourage completion of homework and return it to school in a timely fashion
- Provide the correct conditions for homework to take place
- Encourage effort and achievement
- Join in school in celebrating the success of their child's learning

Publicity of Policy

This policy will be:

- Published on the school website
- Given to all members of staff working directly with children
- Given at meetings with parents – introductory, parent-teacher consultation and periodic curriculum workshops.

Monitoring the effectiveness of Policy

This policy will be reviewed annually or as necessary by the Subject Lead, the Head Teacher or the Nominated Governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

<i>Linked Policies</i>
<i>SEN</i>
<i>Equality</i>
<i>Teaching and Learning</i>