



Maths Policy

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Mathematics is a life skill. It is an essential element of communication, widely used in society, both in everyday situations and in the world of work.

"A high-quality Mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of Mathematics, and a sense of enjoyment and curiosity about the subject." (National Curriculum 2014).

Aims:

At Lindens Academy, we aim to inspire all children to reach their full academic potential. In Mathematics, this means ensuring a curriculum that is fully inclusive of all children which:

- Develops children's knowledge and understanding of Mathematical concepts whilst enabling them to practise skills and methods;
- Enables them to think critically and communicate their understanding;
- Gives them opportunities to apply learnt mathematical skills in different contexts across the curriculum;
- Provides opportunities to develop problem-solving skills useful for Maths and across the curriculum.

Our aims focus on equipping pupils with the Mathematics they need to master the curriculum for each year group, which requires that all pupils:

- Recall key number facts with speed and accuracy and use them to calculate and work out unknown facts;
- Develop their ability to apply mathematical skills with confidence and understanding when solving problems;
- Express themselves and their ideas using the language of Mathematics with assurance;
- Have sufficient depth of knowledge and understanding to reason and explain Mathematical concepts and procedures and use them to solve a variety of problems;
- Develop positive attitudes to Mathematics, recognising that Mathematics can be both useful and enjoyable;
- Nurture a fascination and excitement of Mathematics;
- Are able to use and apply the skills in other curricular areas.

As a result of their learning in Mathematics, pupils will be prepared for applying their skills effectively in everyday life situations, in their future learning and in the work place. They will have the building blocks in place to provide a solid foundation to lead onto secondary, further and higher education.

Teaching Mathematics

Organisation

Nursery

Children in Nursery follow a carefully planned curriculum, based on the areas of learning ensuring that opportunities are provided to meet the requirements of EYFS. The provision supports children's development across all 7 areas of learning. Through a balance of adult-led activities and child-initiated learning, children are encouraged to explore, investigate, problem solve, and develop their independence. Practitioners use ongoing observations and assessments to understand each child's development and plan meaningful experiences that support their next steps in learning. The nursery environment promotes curiosity, creativity, confidence, and positive relationships, enabling all children to make progress and develop the foundations needed for future learning.

Reception

Children in Reception experience Mathematics on a daily basis, through teacher directed activities and child-initiated play. This early introduction to Mathematics is generally undertaken orally and practically. Opportunities for Mathematics should be developed through daily routines and all areas of learning. Children will complete learning in a Power Maths Journal to showcase their learning.

KS1 and KS2

Children in KS1 and KS2 participate in regular Mathematics lessons that are spread out over the week. The framework for teaching and learning at Lindens Academy is the National Curriculum in England. This is delivered through a range of designed and commercially produced resources, most significant of which are 'Power Maths', which are available to all year groups. Additional resources will be used to consolidate and extend learning too.

A typical lesson will include:

- An arithmetic starter activity to reflect on previous learning, recall of number bonds and timetables.
- Main teaching input, discussing key vocabulary used for unit of learning. Whole class, guided group work, paired and individual work according to need.
- Teaching input, discussing key vocabulary and learning concepts. Children to work in ability groups.
- Challenge activities to be available for all ability groups to ensure children are given the opportunity to extend their learning.

What is Power Maths?

Power Maths is a mastery approach to teaching mathematics that supports children in developing a deep understanding of mathematical concepts, skills, and problem-solving strategies. It encourages children to build confidence by exploring ideas, making connections, and applying their learning in a range of contexts.

Through carefully sequenced lessons, children are supported to develop fluency, reasoning, and problem-solving skills. Power Maths uses a concrete, pictorial, and abstract approach, allowing children to explore mathematical concepts using practical resources, visual representations, and written methods before moving towards more abstract thinking.

The programme promotes active learning, collaboration, and mathematical discussion, encouraging children to explain their thinking and develop a positive attitude towards maths. Teachers use assessment to identify children's next steps and provide appropriate support and challenge, ensuring all children make progress and develop a secure foundation in mathematics.

Teaching Strategies

In order to provide the children with active and stimulating learning experiences, a variety of teaching and learning opportunities are adopted:

- Children may work individually on a task, in pairs or in a small group, depending on the nature of the activity.
- Wherever possible, practical 'real' activities are used to introduce concepts and reinforce learning objectives.
- Opportunities to transfer skills learnt to real situations, are used whenever possible.
- Activities are planned to encourage the full and active participation of all pupils.

- Teachers differentiate tasks throughout the lesson in order to meet the needs of all abilities.
- Teachers place a strong emphasis on correct use of mathematical language; this is supported by key vocabulary being displayed and modelled.
- All year groups will use manipulatives and children will be encouraged to access these independently when appropriate.
- Teachers value pupils' oral contributions and create an ethos in which all children feel they can contribute.
- Whole school Working Wall displays are used to encourage children to learn and recall rapidly facts, which will support their Maths learning.
- Reasoning and problem solving skills are taught explicitly by teachers as part of Maths lessons in order to model the use of correct mathematical vocabulary and written reasoning.
- Computing is used where appropriate, by teachers and pupils to support teaching and learning in Mathematics.
- Mental and written methods taught are exemplified in the attached Calculation Policy.

Curriculum Planning

Long Term Planning

Teachers use the National Curriculum to plan teaching sequences that build learning over time. The emphasis is to develop a sequence of teaching and learning that encompasses the cycle of assess, plan, teach, practise, apply and review through every unit. A strong emphasis on Using and Applying, including reasoning in Mathematics, is embedded within the curriculum.

Medium Term Planning

In Reception, Key Stage 1 and Key Stage 2, Power Maths (White Rose edition) provides the structure for medium term planning. If required, teachers will use supplementary resources and activities in order to meet lesson objectives.

Short Term Planning

A whole school weekly proforma is used to plan learning using the Power Maths Units. Teachers evaluate their plans and scaffold learning to meet the needs of their cohort.

Planning is monitored by Maths Subject Leaders and Senior Leadership Team.

Assessment, Recording and Reporting

In accordance with Lighthouse Academy Trust practice, formal termly assessments inform teaching in a continuous cycle of planning, teaching and assessment. Assessments are used in KS1 and KS2 to analyse whole school assessment results in order to gain an accurate picture of each child's strengths and weaknesses. In Year 6, past SATS papers are used to assess the progress of the children.

Day-to-Day Assessments

As part of the ongoing teaching and learning process, teachers will assess children's understanding, achievement and progress in Mathematics. Daily annotations which inform day-to-day teaching and learning are based on observation, questioning, informal testing and the marking and evaluation of work. This will also enable appropriate feedback to children. 'Read and Respond' developmental/next step comments will be made in children's books and opportunities to work on these will be provided. In Power Maths Practice Books, 'Reflect' questions are used at the start of lessons to consolidate previous learning.

Children will complete an 'End of Unit Check' at the end of each learning block to provide teachers with an understanding of children who have achieved the learning objectives, and if any additional learning or interventions need to take place. Learners will also be taught to assess and evaluate their own achievements by recognising successes, learning from their own mistakes and identifying areas for improvement.

Data is recorded termly and analysed to report progress made and percentages of children on track to reach National Curriculum end of year targets. This is discussed at data analysis meetings between class teachers and the SLT. Progress from Key Stage 1 will also be closely monitored in Key Stage 2 by the class teacher.

Moderation Meetings

The process of moderation is an essential part of a robust assessment system. Teachers are involved in cross-moderation between year groups and phases. Staff attend termly moderation meetings with other schools in 'The Lighthouse Multi-Academy Trust'.

Intervention Programmes

The school operates a flexible approach to intervention programmes based on children's weaknesses identified. Throughout a taught lesson, children should be closely assessed through learning observations by the class teacher. The class teacher will then provide opportunities to ensure learners who struggle with a particular concept receive support to prevent gaps widening. Regular intervention groups run alongside lessons to provide opportunities to increase mathematical understanding.

Pupil Premium (PP)

Class teachers will ensure that throughout Maths lessons, the progress and achievement of children who receive Pupil Premium funding is monitored and analysed in order to ensure that any gaps in the child's learning are reduced. There will be targeted support in Mathematics from both teachers and teaching assistants, increasing the amount of high quality feedback to children.

Equal Opportunities

All pupils will have equal opportunity to reach their full potential across the Mathematics curriculum regardless of their race, gender, cultural background, ability or physical disability.

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more able, gifted and talented children. We believe that:

- more able children demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- gifted children are those who have the ability to do well in more than one subject;
- talented children demonstrate an innate talent or skill in creative, cultural or sporting fields.

Environment

It is important that the classroom environment supports both the learning and teaching of Mathematics. The school aims to provide a mathematically stimulating environment through:

- the use of classroom displays and 'Working Walls' to support learning and teaching in a lesson or series of lessons
- interactive displays that promote mathematical thinking and discussion

- providing a good range of resources and manipulatives for teacher and pupil use.
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In every classroom, resources such as number lines, hundred squares, place value counters, double-sided counters, place value charts and multiplication squares are displayed as appropriate and used for whole class or individual work. Children are encouraged to access these independently.

Homework

We recognise the importance of making links between home and school and encourage parental involvement with the learning of Mathematics. Homework provides opportunities for children to:

- practise and consolidate their skills and knowledge of mental arithmetic methods
- share their mathematical work with their family
- prepare for their future learning

The following websites are recommended to parents to support their child's Mathematics learning and development at home:

<https://ttrockstars.com/>

www.myMaths.co.uk

www.numbots.com

www.purplemash.com/sch/lindens#/

www.tentown.co.uk/for-parents