

Maths Policy

September 23

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1. **Curriculum Statement**

Intent

The 2014 National Curriculum for Maths aims to ensure that all children:

- Become fluent in the fundamentals of Mathematics
- Are able to reason mathematically
- Can solve problems by applying their Mathematics

At William Patten, these skills are embedded within Maths lessons and developed consistently over time. We are committed to ensuring that children are able to recognise the importance of Maths in the wider world and that they are also able to use their mathematical skills and knowledge confidently in their lives in a range of different contexts.

We want all children to enjoy Mathematics and to experience success in the subject, with the ability to reason mathematically. We are committed to developing children's curiosity about the subject, as well as an appreciation of the beauty and power of Mathematics.

Implementation

The content and principles underpinning the 2014 Mathematics curriculum and the Maths curriculum at William Patten reflect those found in high-performing education systems internationally, particularly those of east and south-east Asian countries such as Singapore, Japan, South Korea and China. These principles and features characterise this approach and convey how our curriculum is implemented:

- Teachers reinforce an expectation that all children are capable of achieving high standards in Mathematics.
- The large majority of children progress through the curriculum content at the same pace; Significant time is spent developing deep knowledge of the key ideas that are needed to underpin future learning. This ensures that all can master concepts before moving to the next part of the curriculum sequence, allowing no pupil to be left behind.
- The structure and connections within the mathematics are emphasised, so that pupils develop deep learning that can be sustained.
- Lesson design identifies the new mathematics that is to be taught, the key points, the difficult points and a carefully sequenced journey through the learning. In a typical lesson pupils sit facing the teacher and the teacher leads back and forth interaction, including questioning, short tasks, explanation, demonstration, and discussion.
- Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts.
- Teachers use precise questioning in class to test conceptual and procedural knowledge and assess children regularly to identify those requiring intervention, so that all children keep up.
- Children's explanations and their proficiency in articulating mathematical reasoning, with the precise use of mathematical vocabulary, are supported through the use of stem sentences and generalisations provided by the teacher. These help the children to make connections and expose the structure of the maths.

Stem sentence example:

Greater or Smaller?

- The greater the numerator is in a set of fractions with the same denominator, the _____ the fraction.
- The higher the denominator of a unit fraction, the _____ the fraction.

Generalisation example:

- The length of one side of the square can be found by dividing its perimeter by 4.
- Key facts, such as multiplication tables and addition facts within 10, are learnt to automaticity to avoid cognitive overload in the working memory and enable pupils to focus on new concepts.

<https://www.ncetm.org.uk/media/uhjhtxy1/the-essence-of-maths-teaching-for-mastery-june-2016.pdf>

To ensure whole consistency and progression, the school uses the nationally recognised White Rose Maths scheme. The White Rose curriculum is a cumulative curriculum, so that once a topic is covered, it is met many times again in other contexts. For example, place value is revisited in addition and subtraction and multiplication and division. The curriculum recognises the importance of children's conceptual understanding of number. It is therefore designed to ensure that time is invested in reinforcing this to build competency.

Lessons are planned to provide plenty of opportunities to build reasoning and problem solving elements into the curriculum. When introduced to a new concept, children have the opportunity to use concrete objects and manipulatives to help them understand what they are doing. Alongside this, children are encouraged to use pictorial representations. These representations can then be used to help reason and solve problems. Both concrete and pictorial representations support children's understanding of abstract methods.

Mathematical topics are taught in blocks, to enable the achievement of 'mastery' over time. These teaching blocks are broken down into smaller steps, to help children understand concepts better. This approach means that children do not cover too many concepts at once which can lead to cognitive overload. Please see the White Rose progression documented, adopted by the school, for more information on this:

<http://www.williampatten.hackney.sch.uk/wp-content/uploads/2021/07/Y1-6-White-Rose-Maths-National-Curriculum-Progression.pdf>.

Each lesson phase provides the means for children to achieve greater depth, with children who are quick to grasp new content, being offered rich and sophisticated problems, within the lesson as appropriate.

The school's status as a mastery specialist school, as part of the DfE funded Maths Hubs programme, continues to ensure that staff at all levels understand the pedagogy of the approach. This is further explained in section 2.

Impact

The school has a supportive ethos and our approaches supports the children in developing their collaborative and independent skills, as well as empathy and the need to recognise the achievement of others. Students can underperform in Mathematics because they think they

cannot do it or are not naturally good at it. The school's use of White Rose Maths addresses these preconceptions by ensuring that all children experience challenge and success in Mathematics by developing a growth mindset.

Regular and ongoing assessment informs teaching, as well as intervention, to support and enable the success of each child. These factors ensure that we are able to maintain high standards, with achievement at the end of KS2 well above the national average, as well as an increasingly high proportion of children demonstrating greater depth, at the end of each phase.

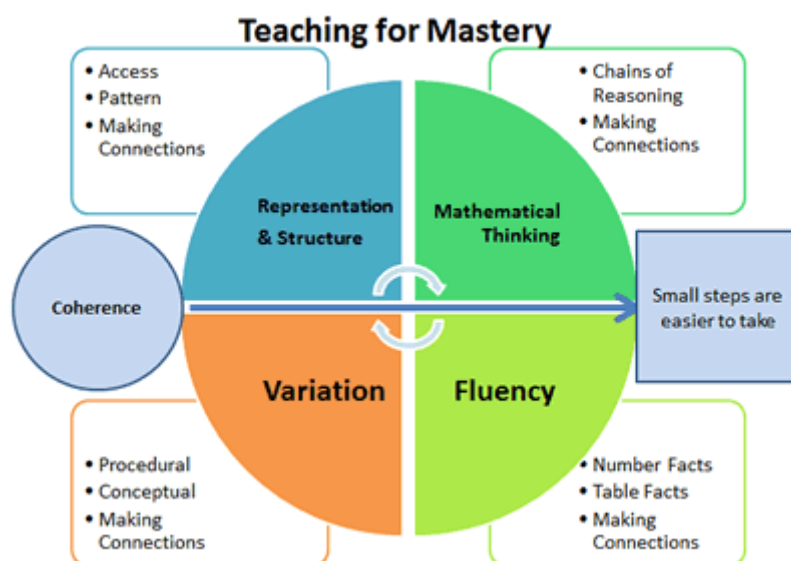
A review of the teaching of maths at the school, carried out by Mastery Specialists from the London North East and London Thames Maths Hubs in January 2020, noted the following in their report on the teaching of mastery at the school –

'During discussions with pupils, children were unanimously positive about Maths. Challenge and resilience were a key theme of discussions, with many of the children saying that working on difficult problems, not giving up and challenging themselves were their favourite parts of their Maths lessons at school. They were confident, engaged and talked passionately about the things that helped them learn Mathematics. All children commented on the use of concrete resources and visual representations as ways to help them learn. They also referenced drawing their ideas, working with their peers and practising as important parts of their learning experience.'

Having become a mastery specialist school with the London North East Maths Hub, the school is now supporting a network of local schools within this network. Participants will take part in lesson studies at William Patten, as part of the recognised 'Sustaining Teaching for Mastery' programme, throughout 2022-23. Teachers at the school also take part in the professional development programme and the school will continue to benefit from the subject leaders continue participation in central training from the National Centre for Excellence in the Teaching of Mathematics.

2. **Teaching and Learning**

Effective teaching for mastery is underpinned by five big ideas, first published by the National Centre for Excellence (NCETM) in mathematics in 2017 -



Coherence

Lessons are broken down into small connected steps that gradually unfold the concept, providing access for all children and leading to a generalisation of the concept and the ability to apply the concept to a range of contexts.

Representation and Structure

Representations used in lessons expose the mathematical structure being taught, the aim being that students can do the maths without recourse to the representation

Mathematical Thinking

If taught ideas are to be understood deeply, they must not merely be passively received but must be worked on by the student: thought about, reasoned with and discussed with others

Fluency

Quick and efficient recall of facts and procedures and the flexibility to move between different contexts and representations of mathematics

Variation

Variation is twofold. It is firstly about how the teacher represents the concept being taught, often in more than one way, to draw attention to critical aspects, and to develop deep and holistic understanding. It is also about the sequencing of the episodes, activities and exercises used within a lesson and follow up practice, paying attention to what is kept the same and what changes, to connect the mathematics and draw attention to mathematical relationships and structure.

Source: <https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/five-big-ideas-in-teaching-for-mastery/>

Maths is taught daily during the morning. A typical maths lesson lasts for approximately 1 hour, and will generally begin with a short number fluency activity. Using the White Rose Maths 'Flashback 4' resource, children then work through 4 retrieval questions with the teacher to revisit and consolidate previous learning. As part of this process, children consider and complete mathematical questions which relate to learning from:

1. the previous day
2. then previous maths topic
3. the previous term's learning
4. Content from the previous year group.

The focus of these questions is varied and carefully mapped to ensure the continual consolidation and application of earlier content.

The small step for the lesson is then shared with the children, and the teacher explains key related content, that often relates to number. This prepares the children for new learning and is called the 'Get Ready' lesson phase. This can be used to pre-teach or practise a related skill, such as, for example, counting up and down in 3s or halving.

Following this, new learning is taught. This part of the lesson is called 'Let's Learn' and a mathematical concept is presented in the form of a contextual problem, to support application. This involves an element of whole class 'Guided Practice' – where the teacher and children work through the problem together. The children will then complete an initial

'Independent Practice' question. During this part of the lesson, the teacher can ascertain the level of children's understanding and the extent to which they have grasped the initial concept. This part of the lesson is responsive, and teachers can use it to address remaining misconceptions.

The next part of the lesson, is 'Have a Think'. This is a further phase of whole class input/discussion. To keep children together at this point of the lesson, teachers use one of the following strategies, in response to children's level of need:

| Strategy 1 | Strategy 2 | Strategy 3 |
|---|---|---|
| <ul style="list-style-type: none"> Children who have not yet finished the initial practice question(s) stop at this point for the input of the 'Have a Think' lesson phase. These children then resume from the point they were at, and continue having had the input that will enable them to be able to access the next set of questions. | <ul style="list-style-type: none"> Teachers set an extension question/activity that is related to initial practice task question(s), so that some children do not progress to next set of questions within the practice task, without having had the necessary input to ensure deep understanding. | <ul style="list-style-type: none"> Teachers confirm the answers to first question(s) and children self-mark with a green pen. Those who did not complete, do so with green pen, to indicate that this was done with additional explanation/support /verbal feedback. |

During teaching phases, the teacher will often use a stem sentence to scaffold children's articulation of mathematical ideas and reasoning, and/or a generalisation that supports application of the concept. The variation in this part of the lesson enables a deeper understanding of the concept and may include the use of related concrete resources, as well as representations of the problem to provide a secure base of understanding.

Children then continue with their independent practice task, following the input given with the 'Have a Think' phase. This practice uses conceptual and procedural variation to build fluency and develop greater understanding of underlying mathematical concepts. This 'intelligent practice' supports mathematical thinking and enables children to:

'Recognise and use connections among mathematical ideas; understand how mathematical ideas interconnect and build on one another to produce a coherent whole; recognise and apply mathematics in contexts outside of mathematics'.

(Annenberg Foundation, 2017)

Where appropriate, and depending on the topic, children will continue to have access to concrete resources. They can use these to complete the practice task. Some children might be supported through additional scaffolding, which is provided individually by the teacher, or available for all learners where needed, in the form of modified task slides. This may include ~~provided~~ providing models of the calculation method that the children will need to use, copies of the worded question, with key aspects and vocabulary highlighted, or a stem sentence or generalisation that the children can apply. The expectation is that children only answer a mathematical question verbally, using a complete sentence.

Children who complete this are provided with further 'rich and sophisticated' problems from the White Rose Maths scheme of learning, which they complete in their own maths book. The final part of the sequence is a 'True or False' question, which requires the children to use mathematical reasoning to prove or disprove a related statement or mathematical problem related to the key learning.

3. **Assessment**

3.1 Assessment for Learning:

Children receive effective feedback through teacher assessment, both orally and through written feedback, and AfL is integral to the design of each lesson;

- The structure of the teaching sequence, ensures that children know how to be successful in their independent work. The Flashback 4 activity supports children's recall and application of key number facts, which frees working memory. It also indicates previously covered content that requires further explanation to secure.
- The 'Let's Learn' task provides the means for the teacher to assess, review and revisit key related content, so that all children are well prepared for new content.
- The 'Get Ready' part of the lesson is when new learning is introduced. The guided practice aspect of this part of the lessons means that children are well prepared to be able to apply the skills, knowledge and strategies taught they have learnt for the 'Your turn' task (which is often the first two questions of the practice task).
- Common misconceptions are identified and addressed within the teaching sequence. Key understanding within each 'small step' is reviewed and checked by the teacher and the children, before progression to further depth.
- The final phase of the lesson is a whole class 'True or False' statement. Teachers use the children's responses as a means to assess the depth of their understanding.
- At the end of the lesson, and within the lesson where appropriate, children review their work. Self and peer assessment are used consistently, as outlined by the school's 'Presentation, Marking and Feedback Policy'.

3.2 Formative Assessment:

Short term assessment is a feature of each lesson. Observations and careful questioning enable teachers to adjust lessons and brief other adults in the class if necessary.

The lesson structure of a White Rose Maths lesson is designed to support this process and the 'True or False' statement at the end of each lesson also allows for misconceptions to be addressed.

At the end of each blocked unit of work, the children also complete the carefully aligned White Rose Maths 'End of Unit Assessment'. The outcome of this is used by the teacher to ensure that any identified gaps in understanding can be addressed before the next unit is taught. Each child's scores are also input on a class spreadsheet, which provides an overview of achievement in each specific area within the programme of study. This also informs dialogue with parents and carers during ~~open evenings~~ **Parents' Evenings**, as well as the judgements made at the end of the term as to the extent that each child has achieved the expectation for their year group.

3.3 Summative Assessment:

Teachers administer a termly arithmetic paper and a reasoning and problem-solving paper which specifically links to the coverage for that term. The results of these papers are used to identify children's ongoing target areas, which are communicated to the children, as well as to parents and carers at Parents' Evening. They are also used alongside the end of unit assessments and outcomes of work, to inform the whole school tracking of attainment and progress of each child.

Assessment data in maths is reviewed throughout the year to inform interventions and to also ensure that provision remains well-informed to enable optimum progress and achievement. End of year data is used to measure the extent to which attainment gaps for individuals and identified groups of learners are being closed. This data is used to inform whole school and subject development priorities for the next school year.

4. **Planning and Resources**

At the beginning of the planning process, teachers deepen their own knowledge and understanding of conceptual progression, by reading the related NCETM Guide. These guides are part of the professional materials published by the National Centre for the Excellence in Teaching of Mathematics:

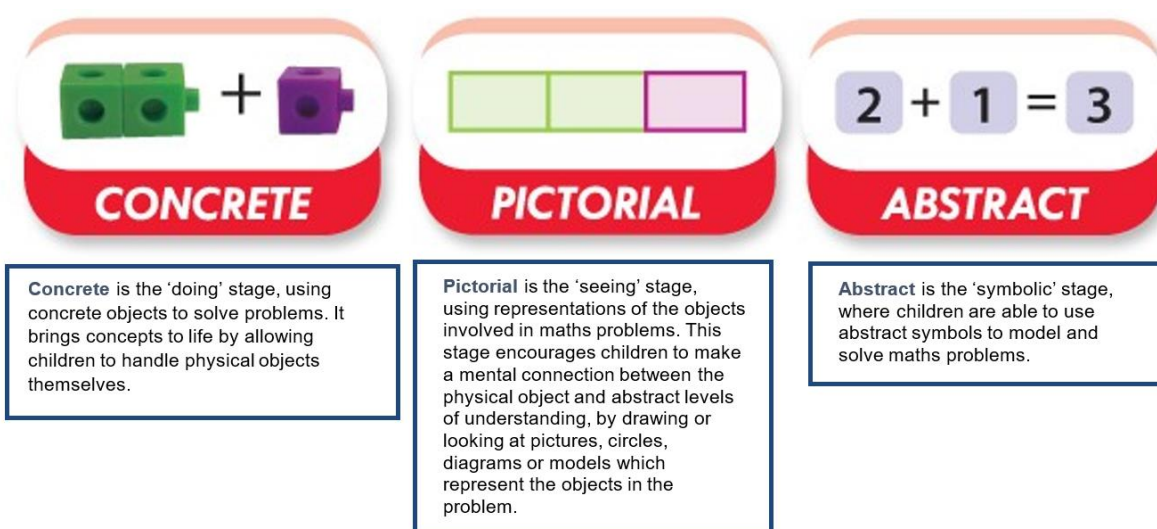
<https://www.ncetm.org.uk/teaching-for-mastery/mastery-materials/primary-mastery-professional-development/>

Teachers then incorporate additional related representations, from these materials, into their White Rose Maths Slides, as part of their lesson design. This ensures that teachers have the means to be able to expertly teach and explain mathematical concepts, in a way that is accessible and challenging to all. Teachers include supporting visuals and additional scaffolding on task slides, to ensure accessibility. Scaffolding might include –

- The use of a generalisation that can be applied across questions.
- A representation of the worded problem, such as a bar model, so children can see relationship between amounts.
- A partially provided answer or working out that exposes the structure of the maths behind the question.

These strategies ensure that children are able to see the structure of the maths. The stems also provide children with a frame for being able to articulate their mathematical reasoning and understanding.

The use of manipulatives objects is an integral part of the White Rose Maths scheme, which incorporates the concrete – pictorial – abstract pedagogy:



Each classroom has its own supply of mathematical equipment, in line with the White Rose Maths calculation policies, which the school has adopted. This is also available on the school's website:

<https://whiterosemaths.com/resources/primary-resources/primary-sols/>

Teachers also have access to the White Rose Maths Interactive Teaching Resources for the purpose of modelling strategies and demonstrating the use of concrete resources.

The subject leader attends regular training through the Local Leaders of Maths Education (LLME) network at the London North East maths Hub, in addition to central training from the NCETM. This informs the school's use of nationally available resources, including the NCETM's ready to progress exemplification materials:

<https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/>

Teachers are encouraged to use the school playgrounds as an outdoor classroom when possible, for example, when teaching length, area or perimeter.

5. **Organisation**

The school has implemented a blocked curriculum approach to the teaching of Mathematics. This ensures that children are able to focus for longer on each specific area of Maths and develop a more secure understanding over time. This approach is also designed to enable children to progress to a greater depth of understanding.

Subsequent blocks continue to consolidate previous learning so that the children continually practise key skills and are able to recognise how different aspects of Maths are linked. For example, when children have completed a block which has enabled them to master the multiplication of two-digit numbers, a subsequent block on area and shape might provide opportunities to use this understanding when calculating the area of shapes with 2-digit length and width dimensions.

6. **EYFS**

There are six key areas of early mathematics learning, which collectively provide a platform for everything children will encounter as they progress through their maths learning at primary school, and beyond:

- Cardinality and Counting
- Comparison
- Composition
- Pattern
- Shape and Space
- Measures.

Children in Nursery have a short daily Maths teaching session, during which time they begin to develop their understanding of simple mathematical concepts. These are informed by the Development Matters Framework

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/988004/Development_Matters.pdf) and the Birth to Five Matters Guidance

(<https://www.birthingto5matters.org.uk/wp-content/uploads/2021/03/Birthingto5Matters-download.pdf>), as well as the six key areas of early mathematical learning. Teaching and learning might include:

- Identifying different amounts of up to three objects so that children are able to recognise amounts without counting them (subitising).
- Activities which expose the composition and cardinality of numbers to five.
- Manipulating shapes and talking about 2D and 3D shapes, using mathematical and informal language.
- Investigating, describing and creating sequences and repeating patterns with different colours and objects.
- Make comparisons between objects relating to size, weight, measure and length.

Children are taught these concepts using physical resources, pictorial resources, songs, games and role-play. There is no focus activity linked to these sessions.

In Reception, children have a three-part lesson from Autumn 1, which is informed by the Power Maths Scheme for Reception. This consists of:

1. Whole class oral and mental starter - 5 minutes
2. Whole class main teaching - 10 minutes
3. Focus activity for 8 children, grouped according to current attainment and taught in a ratio of 2 or 3 children to 1 adult

Throughout the week a child will work with an adult - either a teacher or a supporting adult - on a differentiated task. This activity is completed in 10 - 15 minutes.

This structure to the lesson enables teachers to secure a good balance between whole class work, group teaching and individual practice. It also enables teachers to establish regular routines thereby maximising teaching time. It supports assessment on a daily basis, as well as individual feedback to children, ensuring that children receive immediate intervention as required during the supported focus activity.

In both Nursery and Reception, the independent activities at the Maths table link to the focus for the week. For example, if the focus for the week is addition, then activities on the Maths will often link to this. In addition to these planned independent activities, children also have the opportunity to self-select Maths resources to consolidate their learning during child-initiated activities. We recognise the importance of play-based learning and therefore encourage children to develop their understanding during their play. Such opportunities are provided in both the inside and outside environment.

As part of the planning process, teachers incorporate the teacher slides and use of the pupil activities and resources from the NCETM's 'Mastering Number' programme. This focusses on the key concepts that underpin children's understanding of number and number fluency.

Regular observations and assessments help to ensure that children that need additional intervention to consolidate their mathematical understanding are identified and supported by appropriate interventions.

7. **KS1 and KS2**

Through Years 1 to 6 we use a coherent programme of high-quality materials and exercises, which are structured with great care to build deep conceptual knowledge, alongside developing procedural fluency.

Y1 and Y2, teachers use the White Rose Maths 'Fluency Bee' to secure children's fluency in fundamental number facts. Number fluency practice generally takes place at the beginning

for the daily maths lesson, although teachers can use time beyond their maths lesson if preferred, according to the complexity of the main lesson.

In Y3, teachers can draw from Fluency Bee if KS1 number facts need further consolidation, or use the Big Math resource to support children's fluency of key age related addition and multiplication acts.

In Y4 and 5, teachers use the NCETM's Mastering Number materials which are primarily focussed on securing children's recall of the times tables facts and deriving related facts. Use of this resource is supported by a programme of PD, attended by the lead teachers and/or maths subject lead who then disseminates the training.

In year 6, teachers use arithmetic questioning to ensure that children are fluent in age related number facts and their application to written methods of calculation.

KS1 and KS2 teachers use White Rose Maths Premium lesson slides, which they adapt accordingly. Children record their work in printed workbooks and respond to additional problem solving and reasoning questions in their maths book. They might also use their maths book to record key number facts and make representations of mathematical concepts.

Short term planning is done on a bi-weekly basis. Teachers adapting teaching slides, adding carefully considered stem sentences and generalisations, as well as selecting additional questions that provide further challenge for children who are quick to grasp new concepts.

Lessons in both key stages follow the same sequence (see section 2: Teaching and Learning). In Y1, the teacher might use 'mini-plenaries' to explain each question during the children's completion of the workbook and also to check children's understanding before they complete the next question. This ensures that all children are able to complete the task with confidence.

The White Rose Maths progression document, available on the school website, provides an overview of how the scheme covers the statutory requirements of the 2014 National Curriculum:

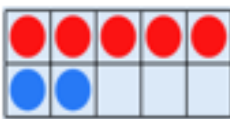
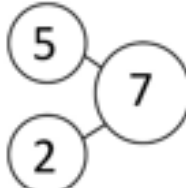

<https://www.williampatten.hackney.sch.uk/wp-content/uploads/2022/12/WRM-National-Curriculum-and-RTP-Coverage-Progression-Document.pdf>


Associated documents, show how concepts build over time and how the teaching blocks are sequenced in each year group:

<https://www.williampatten.hackney.sch.uk/wp-content/uploads/2022/09/Autumn-Key-Changes-Document.pdf>


<https://www.williampatten.hackney.sch.uk/wp-content/uploads/2022/12/Spring-key-changes-document.pdf>



Features of a Maths Lesson





| Number Fluency Practice | | |
|--|--|--|
| <ul style="list-style-type: none"> We practice the quick recall of number facts, or our arithmetic skills. This happens at the start of a maths lesson, or at another time stated on my class timetable. |    | |


| Flashback 4 | |
|---|--|
| <ul style="list-style-type: none"> We work through four questions with our teacher to recap what we have previously learned. |  |

| Small Step (LI) | |
|---|--|
| My teacher tells me what the focus of today's lesson is. | |
| Get Ready - Starter | |
| We work with our teacher to confirm the answers to 2 or 3 questions that link with today's new learning | |

| Let's Learn | | |
|--|---|---|
| <ul style="list-style-type: none"> We learn new maths in the context of a real life problem. Representations (pictures) of the maths help us to understand it. | <p>A range of resources</p>  | <ul style="list-style-type: none"> We might practise using a manipulative resource in this part of the lesson. Thinking time and talking with our partners helps us to think carefully about our learning.  |

| Independent Practice | |
|--|---|
| <ul style="list-style-type: none"> Each question is linked to the one before. <p><i>I can ask for help from an adult and my teacher adds clues to the questions on the board (pictures, statements or words) that can help me.</i></p> <p><i>Adults in my class might highlight key words, or something important on the page that can help me.</i></p>  | <ul style="list-style-type: none"> I am likely to use a manipulative resource to help me complete some or all of these questions and tasks. The manipulative resource I need for the lesson will usually be on my table from the beginning of the lesson. I can help myself to any resource that might help me in the self-scaffolding area.  |
| I might be given an extension in this part of the lesson if I finish the first set of questions. | |

| Let's Learn - Continued (second input) | | | |
|---|---|---|---|
| <ul style="list-style-type: none"> The teacher shows and explains more about what we are learning about. |  | <ul style="list-style-type: none"> We think deeper and might challenge a mistake on the board. |  |
| Independent Practice | | | |
|  | |  | |
| I might progress to an extension question, if I finish my work. | | | |

| True or False | |
|---|--|
| <ul style="list-style-type: none"> We consider whether a mathematical statement about today's learning is true or false. |  |
| Sometimes we self-mark the answers, but my teacher will always check my work too and write something to help me if I've made a mistake. | |

8. **Equal Opportunities**

The school is committed to ensuring the active participation and progress of all children in their learning.

All children will be given equal opportunities to achieve their best possible standard, whatever their current attainment and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation or the progress of which they are capable.

9. **Inclusion**

Taking a mastery approach, differentiation occurs in the support and intervention provided to different children, not in the topics taught, particularly at earlier stages. The National Curriculum states:

‘Children who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.’

There is little differentiation in the content taught but the questioning and scaffolding individual children receive in class as they work through problems will differ, with higher attainers challenged through more demanding problems, which deepen their knowledge of the same content before acceleration onto new content. Children’s difficulties and misconceptions are identified through immediate formative assessment and addressed with rapid intervention – commonly through individual or small group support later the same day or within the lesson.

A range of inclusion strategies, that have disseminated by the SENDCO, are embedded in practice. Teachers are also acutely aware of the special educational needs of the children in their Maths class, as well as those who have English as an additional language.

Although the expectation is that the majority of children will move through the programmes of study at broadly the same pace, the 2014 National Curriculum states:

‘Decisions about when to progress should always be based on the security of children’s understanding and their readiness to progress to the next stage.’

If a child’s needs are best met by following an alternative plan, including coverage of the content from a previous year, this will be overseen by the SENDCO, in collaboration with the class teacher and with the knowledge of SLT. Specific arrangements for the provision of children with SEND will be communicated to parents and carers during SEND reviews.

10. **Role of the Subject Leader**

The subject leader will raise the profile of Maths at William Patten Primary School through best practice. They will model lessons, as appropriate to new staff, ECTs and peers to support continued professional development. They will ensure the high quality of Maths displays around the school, present certificates of achievement (including those related to the use of SumDog for homework (see section 11), during end of term assemblies and involve the school in ‘celebrations’ of Maths, including participation in events such as ‘World Maths Day’ and local, regional and national Sumdog Competitions.

In addition to the above:

- The subject leader will support staff in providing opportunities for learning outside the classroom in Maths and will identify and organise opportunities which enable this, as appropriate.
- The subject leader will monitor progression and continuity of Maths throughout the school through lesson observations and regular monitoring of outcomes of work in Maths exercise books.
- The subject leader will ensure that all staff have access to year group plans and the relevant resources which accompany them.
- The subject leader will monitor children's progress through the analysis of whole school data. They will use this data to inform the subject development plan which will detail how standards in the subject are to be maintained and developed further.
- The subject leader will, on a regular basis, organise, audit and purchase central and class-based Maths resources.
- Through ongoing involvement in the DfE funded Maths Hubs programme, the subject leader will keep up to date on current developments in Maths education and disseminate information to colleagues. They will also contribute directly to the Maths Hubs programme, as a mastery specialist and support staff in demonstrating best practice to visitors from other schools as part of the school's work as a recognised centre for excellence in the teaching of mastery.
- The subject leader will extend relationships and make contacts beyond the school.
- The subject leader will develop opportunities for parents/carers to become more involved in Maths education.
- The subject leader will ensure that all staff have access to professional development including observations of outstanding practice in the subject.
- The Maths Subject Leader will disseminate the school's practice to other schools within a local network. They will also work with teachers to provide a model of outstanding practice within and beyond the school as a Mastery Specialist for the London North East Maths Hub and as an accredited NCETM PD Lead.

11. **Parents**

- The school recognises that parents and carers have a valuable role to play in supporting their child's mathematical learning. An overview of the Maths curriculum is available on the school's website, as well as guidance in the progression in calculation methods used by the school. Paper copies of these documents are also available on request and the curriculum letter, sent home by each year group, also outlines the Maths topics to be covered.
- Activities which link to each Maths topic are suggested for parents and carers to try at home with their child in each Reception newsletter.
- EYFS children receive several pieces of maths homework every half-term.
- Teachers use SumDog to ensure that children have continued access to activities which match to current classroom learning. The objectives that are covered in the games and activities that children can access increases at the end of each unit of work, as children progress through the curriculum.
- Sumdog recommends your child spends at least 30 minutes each week on Sumdog, which can be broken up into smaller chunks of time. The little and often approach gives them regular and consistent practice.
- SumDog is an adaptive resource and the level of challenge provided is responsive to children's individual needs.

- Children in year 1 – 6 are provided with individual login details at the beginning of the school year so they can access the range of games and activities provided. The school will reissue children's login details at the onset of local, regional and national maths competitions that children can contribute school points to through completion of activities.
- White Rose Maths Parent Books which cover the key content from each year group are available on the school's website. Paper copies are available on request and made available to identified children who would benefit from additional practice at home.
- Parents are informed of their child's progress at Parents' Evenings, and this is also communicated in written school reports at the end of the year.
- Parents and carers are encouraged to speak to their child's Maths teacher at any point during the year, either informally or by making a specific appointment. Information about their child's standards, achievements and future targets in Maths is shared during Parents' Evenings as well as ways that parents/carers may be able to assist with their child's learning.
- The school also provides a number of opportunities for parents/carers to learn about what their child is learning and the way their child is being taught through parent workshops.

This policy will be reviewed annually by the Governing body.

Policy Agreed: September 2023
Policy Review Date: September 2024

