	Offley Endowed Primary School and Nursery	Reviewed Jan 2025 Review: Jan 2027	
Policy Title:	Maths		Users: Staff, Governors

Introduction

We aim to develop a sound understanding and enjoyment of all aspects of Mathematics while encouraging children to extend their capacity to think for themselves and apply their skills and knowledge in practical ways. The school's policy for mathematics is based on the document 'Framework for teaching mathematics from Reception to year 6' (Primary National Strategy) and the Early Years Foundation Stage guidance (EYFS).

Teaching Mathematics

Teaching time

To provide adequate time for developing mathematical skills each class teacher will provide a daily mathematics lesson. This may vary in length but will usually last for about 45 minutes in Key Stage 1 and 60 minutes in Key Stage 2. An adult directed session of around 20 minutes will be appropriate for EYFS in addition to child initiated learning opportunities. Links will also be made to mathematics within other subjects so pupils can develop and apply their mathematical skills.

Class Organisation

From Year 1, all pupils will have a dedicated daily mathematics lesson. Within these lessons there will be a good balance between teacher input, whole-class work and individual practice.

A typical lesson


A typical 45 to 60 minute lesson in Year 1 to 6 may be structured like this:

- Oral and mental starter (about 5 to 10 minutes). This will involve whole-class work to rehearse, sharpen and develop mental recall. Pupils also deepen their knowledge and understanding of number.
- We have increased the amount of time doing mental calculations during the mental starters this year.
- Times tables tests became compulsory in 2020. Times tables are taught every day from Year 1 to 4. Catch up sessions are also done in year 5 and year 6 if pupils are not secure with their times tables.
- The main teaching activity (about 30 to 40 minutes). This includes both teaching input and pupil activities: either whole class, grouped, paired and individual work
- A plenary (about 10 to 15 minutes). This involves work with the whole class to sort out misconceptions, identify progress, to summarise key facts and ideas and what to remember, to make links to other work and to discuss next steps.

Out-of-class work and homework

The daily mathematics lessons will provide opportunities for children to practice and consolidate their skills and knowledge, to develop and extend their techniques and strategies, and to prepare for their future learning. These will be extended through out-of-class activities or homework.

Approved and Adopted by Governing Body

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Links between mathematics and other subjects

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

How we work in Reception

In Reception the class will be organised to promote social skills and the development of mathematical language and understanding. Reception children will be given a variety of topics or book based activities designed to develop their skills in problem solving, reasoning and numeracy.

The outdoor area is now equipped with many opportunities to count and use mathematical language during everyday play.

Resources

Resources which are used by all classes within the school are kept in a cupboard in the resources area. This includes scales for measuring mass, containers for measuring volume, place value cards etc. Resources which are used on a more frequent basis are kept in the classroom (eg multilink, rulers, 100 square etc).

Information and Communication Technology (ICT)

ICT will be used in various ways to support teaching and motivate children's learning. ICT will involve the computer, calculators, remote control turtle, b bop and audio-visual aids. The interactive white board is used in all classes to enhance children's understanding and learning using ITPs. They will however only be used in a daily mathematics lesson when it is the most efficient and effective way of meeting the lesson objectives. In the Foundation Stage a number of computer games are also used. Education City and Espresso software are also used throughout the school to provide consolidation of skills learned by the children.

Assessment

See Assessment Policy.

Management of Mathematics

Role of the Subject Leader

- Ensure teachers are familiar with the Framework and help them to plan lessons
- Try to lead by example in the way they teach in their own classroom
- Prepare, organise and lead INSET
- Work co-operatively with the SENDCO
- Observe colleagues with a view to identifying the support they need
- Attend INSET provided by numeracy consultants and keep up to date with changes in mathematics guidelines
- Support school with school improvement
- Discuss regularly with the link governor the progress of implementing the Revised Framework in the school.
- Work sampling and scrutiny will take place on a regular basis.

This policy should be read in conjunction with the Maths Calculation Policy