



Woodrow First School Maths Policy

At Woodrow First School we intend to provide a curriculum which caters for the needs of all individuals so that everyone can learn and enjoy mathematics. We aim to develop learning behaviours which encourage pupils to seek challenge and make connections. We strive to encourage pupils to explore concepts in depth using appropriate representations and vocabulary, encouraging the use of mathematical resources to deepen understanding. We value the importance coherent approach to the curriculum in ensuring sustained progression through the school. We see mathematics as a journey, not only for our pupils, but also for our staff and have a strong understanding of the importance of continually developing our knowledge and practice. We encourage resilience and acceptance that struggle is often a necessary step in learning. Our wider Mantle of the Expert based approach provides excellent opportunity for mathematics to be applied in 'real life' contexts.

Lesson Design

We teach using a mastery approach to mathematics. We ensure that our lessons link to prior learning and are carefully sequenced enabling progression in understanding through carefully planned small steps and a 'back and forth' approach. We use a whole class interactive teaching, with the expectation that the vast majority of pupils will access the age appropriate curriculum. White Rose Maths is used to help us achieve this and ensure a coherent approach to planning, as well as resources from the NCTEM, Nrich and I See Maths. Varied use of mathematical models and examples underpin learning and our curriculum is designed to ensure progression through these is coherent through the careful use of concrete, pictorial and abstract representations. Manipulatives are available in all classrooms for pupils to access including: Numicon, Base10, Counters and Rekenreks. Teachers model carefully selected vocabulary and use stem sentences to help pupils to access and use the correct mathematical terms to explain concepts. We aim to ensure pupils have a deep understanding of key mathematical concepts.

Access and Adaptive Teaching

We have a whole class approach to teaching. This means that the vast majority of pupils will be taught the age appropriate curriculum and adaptations will be put in place to help them access tasks and concepts. This may include the use of additional concrete resources, careful additional scaffolding or additional adult support. If a pupil still struggles to grasp a concept, this is quickly identified so that further support can be given predominantly in the form of pre-teaching or short catch-up sessions. This is to ensure pupils do not fall behind. There are occasions where a pupil has significant gaps in their mathematical understanding, or significant learning difficulties where alternative learning will need to be provided.

Key Number Facts

To enable pupils to focus on new concepts and learning, it is vital that they learn key number facts to automaticity. We aim to achieve this with daily sessions focusing on the relevant key number fact for the year group, incorporating low stakes testing and varied



practise opportunities. To help us achieve this we run the NCTEM Mastering Number programme beginning in EYFS up until the end of KS1. We also use programmes including TTRockstars to assist in learning times tables.

Assessment

We use a range of assessment strategies to ensure we are carefully monitoring pupils' progress. We use formative strategies to monitor during learning including talking to pupils, looking at their work and setting challenges. We also use end of unit testing, times table daily tests and formal national tests. Pupil progress is fed back to parents during informal discussions, parent evenings and reports.

CPD

We strive to continue to develop ourselves as well as the pupils we teach, and as have been involved with our local maths hub for the last five years as part of a TRG and continue to work closely with colleagues visiting schools, discussing learning and attending training. Regular opportunity is provided in staff meeting to continue our professional development ensuring both up to date teaching methodology but also secure understanding of mathematical concepts and representations.

Parents

We work together with parents aiming to ensure a positive mathematical experience at school and at home. Homework is frequently set and there is an expectation that parents will help pupils with key instant recall facts like times tables. We provide instructions explaining how to use apps as well as other materials produced by the pupils. We ensure parents are kept up to date with their pupils' progress.