

Abbeyfield Primary School Maths Policy

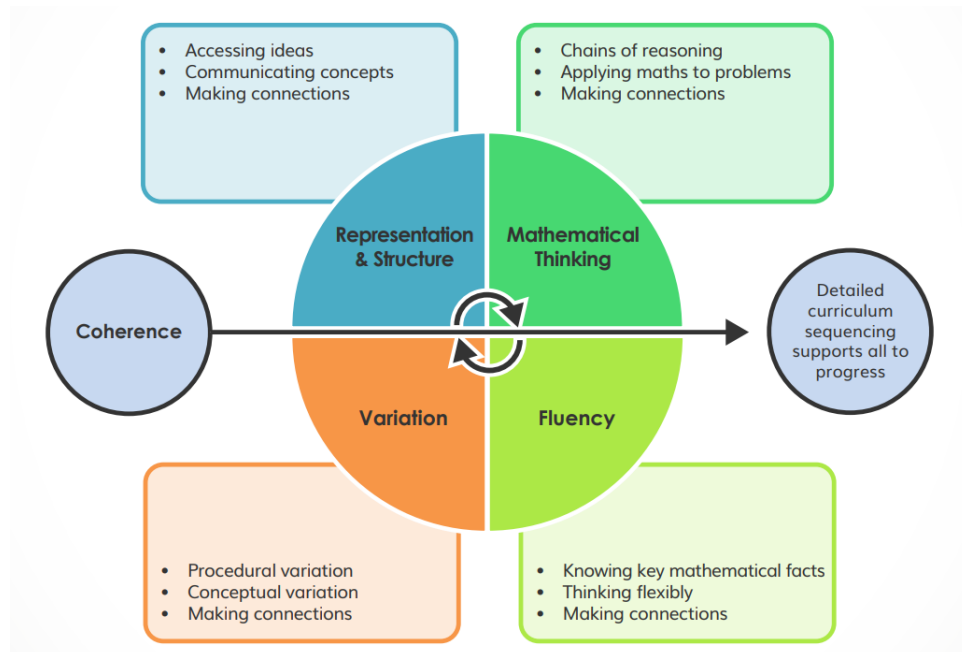
September 2023

Introduction:

Our primary school is committed to providing a high-quality mathematics education that inspires a love of learning and equips our pupils with the essential skills they need for life. We have adopted the White Rose Maths scheme as the foundation for our mathematics curriculum, ensuring a coherent and progressive approach to teaching and learning. White Rose is a mastery approach to maths teaching. This is a research-driven teaching and learning method that meets the goals of the National Curriculum, which:

- **Puts numbers first**
- **Puts depth before breadth**
- **Focuses on fluency, reasoning and problem solving**

The White Rose Scheme is designed to develop the Five Big Ideas of Mastery learning.



Vision:

At our school, we envision a mathematics curriculum that nurtures curiosity, critical thinking, and problem-solving skills. Our aim is to instil a sense of confidence and competence in every child, enabling them to approach mathematical challenges with enthusiasm and resilience.

Curriculum Implementation:

1. White Rose Maths Framework:

- We follow the White Rose Maths scheme, which provides a structured and well-balanced approach to the teaching of mathematics from Early Years to Year 6.
- Lessons are designed to be accessible, engaging, and build upon prior knowledge to promote a deeper understanding of mathematical concepts.
- White Rose is a spiral curriculum, which benefits the children's long term memory by recapping lessons from the previous year before continuing with a mathematical concept.

2. Concrete, Pictorial, Abstract (CPA) Approach:

- We embrace the CPA approach recommended by White Rose Maths, ensuring that children progress from manipulating concrete objects to using pictorial representations and eventually to abstract mathematical symbols.

- This approach supports a deep understanding of mathematical concepts and facilitates a smooth transition between different stages of learning.

3. Small Steps Progression:

- Our curriculum is organized into small, manageable steps, allowing pupils to master each concept before moving on to the next. This ensures a secure foundation for future learning.

4. Differentiation and Personalized Learning:

- Teachers use a variety of methods to differentiate instruction, catering to the diverse needs of learners. This may include targeted interventions, extension activities, and the use of appropriate resources.

Assessment:

1. Formative Assessment:

- Regular formative assessment is conducted to gauge students' understanding and inform teaching decisions. This includes quizzes, observations, and discussions.

2. Summative Assessment

- End-of-term assessments and regular summative assessments are used to track progress and identify areas for further development.

3. Feedback:

- Constructive feedback is provided to students, highlighting achievements and suggesting areas for improvement. We prioritise immediate verbal feedback and "running" marking, as we believe that feedback is at its most effective when it is given as rapidly and directly as possible. Feedback is used to guide future learning and enhance understanding. At the end of each lesson, the teacher selects one or more questions that have revealed misconceptions or other errors and uses these as Review questions at the start of the next lesson. Children who may be working at greater depth and who are already confident with this material can use the time to complete Deepening activities.

Parental Involvement:

- We encourage parents to engage with their child's mathematics learning journey. Regular updates on the curriculum, resources, and strategies used in the classroom are shared to facilitate effective support at home.

Professional Development:

- Our staff participates in ongoing professional development opportunities provided by White Rose Maths and other relevant organizations to ensure that teaching practices align with the latest research and best practices in mathematics education. We have been part of the Teaching for Mastery programme with the Maths Hub for the last three years.

Review and Evaluation:

- This policy will be reviewed regularly to ensure its effectiveness and alignment with the evolving needs of our school community. Feedback from teachers, students, and parents will be considered in the continuous improvement of our mathematics provision.

By implementing this mathematics policy, our school is dedicated to fostering a positive and empowering learning environment that enables all students to achieve their full mathematical potential.