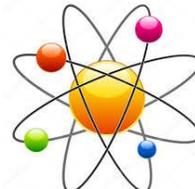




## MATHS CURRICULUM POLICY 2021-22

			
English	Mathematics	Science	Religious Education
			
Relationships, Sex and Health Education	History	Geography	Languages
			
Music	Art and design	Design and technology	Computing
			
Physical Education	Personal, Social and Health Education		

## **Introduction**

This policy sets out the principles on which we base our practice and reflects the requirements of the 2014 National Curriculum.

## **Policy development**

This policy has been constructed by the maths coordinator, in consultation with staff, pupils and governors.

## **Vision**

At New Haw Community School we want children to become competent and confident mathematicians. We strive for all children to build secure foundations across topic areas, so that they are prepared for the challenges they will encounter at secondary school and beyond. In addition to this, we endeavour for children to fully appreciate the relevance mathematics has to everyday life, so that they can experience success knowing how they can use their skills outside of the classroom in the future.

## **Curriculum Design**

For the curriculum map see appendix A. The weekly structure may be slightly adapted in order to meet the needs of pupils.

## **Rationale**

At New Haw Community School, we teach the content set out for each year group in the National Curriculum. The New Haw curriculum provides children with fundamental foundations and an appreciation of the power of mathematics. Children learn that mathematics is an interconnected subject that is essential to everyday life and across subject areas.

By following a spiral curriculum, we focus on developing children's fluency, reasoning and application of skills across a multitude of concepts. Topics are revisited several times throughout their school career, increasing in complexity. Our carefully-planned lessons build on children's prior knowledge and challenge them to deepen their thinking and understanding. Children are given regular opportunities to apply their knowledge to a range of mathematical problems, which encourages them to think logically, work systematically and show resilience. They are encouraged to break down problems into a series of simpler steps and persevere in order to seek solutions. Furthermore, children are encouraged to use a combination of concrete resources, pictorial representations and written calculations to communicate their mathematical understanding.

Across the school, teaching stretches children's thinking, asking them to explain their reasoning using key mathematical language. Children are also encouraged to evaluate the strategies they are using, in order to select the most efficient approach.

## **Assessing Progress**

### **Formative assessment**

Formative assessment is carried out by teachers on a daily basis. Both during and after each lesson, the teacher assesses each child's learning against the desired learning objectives. Where appropriate to do so, at the end of lessons, children assess their own understanding using the CREW assessment system (eg need to do Corrections, Review/recap, Extension, Work with teacher). Daily formative assessment informs future learning and helps the teacher to identify where additional support is required. Timetabled Feedback Intervention Time (FIT) also enables the teacher to give meaningful feedback, to which the children respond. Some units end in a learning journey, which offers an additional opportunity for children to apply what they have learned and enables the teacher to identify any remaining misconceptions.

### **Summative assessment**

In Years 3 to 5, NFER assessment tests are carried out in the autumn and summer terms. In Year 6, autumn NFER assessments are used before moving to past SATs papers in spring and summer. Test results and standardized scores are recorded centrally, using the NFER Online Hub for monitoring and analysing purposes.

## **Progression**

Children's attainment is updated regularly on *Target Tracker*, enabling progress to be closely monitored. Year teams hold termly data meetings to discuss pupils' progress and identify if, and what, further interventions are needed on a cohort, class, group or individual level.

## **Delivery**

Maths is taught daily in all year groups, in mixed-ability classes. Some year groups benefit from having additional 'focus groups', which are taught by qualified teachers. Pupils in focus groups (of usually 8-9 pupils) are taught the same lesson as their peers, but in a smaller setting, allowing them increased access to high-quality, personalised support. Class teachers usually have the support of an assistant teacher each morning, to work with groups or individuals on tasks related to the given lesson objectives.

Lessons are approximately one hour long. They typically begin with a revision, deliberate practice or FIT activity, before moving on to the main teaching focus of the day. Careful thought is given to which teaching method might be the most effective to teach a particular skill or concept. Lesson sequences are designed to help children to develop their fluency before progressing onto problem-solving and reasoning activities.

Stimulating investigational work further extends mathematical skills, providing the opportunity for children to apply their skills in a variety of contexts. Tasks should be enjoyable and challenging but must also draw upon previous experiences so children see the connectivity between different areas of the mathematics curriculum. Children are encouraged to communicate with others in order to share strategies and ideas.

Links with other curriculum areas are made whenever this is appropriate, and children are encouraged to use a variety of resources, including ICT equipment.

## **Enrichment**

At New Haw we continually seek opportunities for children to participate in mathematical challenges with other schools (for example, participating in a Monopoly Challenge with our nearest secondary school).

As part of our extra-curricular provision, our most able Year 6 mathematicians are invited to attend the 'Challenge Maths Club', where they complete a range of problem-solving tasks, designed to extend and challenge them ahead of the transition to secondary school.

## **Inclusion**

At New Haw it is our belief that *all* children, including those with special educational needs and/or disabilities, are entitled to have full access to the school's rich curriculum. Our emphasis is on 'scaffolding up', rather than 'differentiating down'. Our ambition for pupils with SEND is the same as for their peers.

Teachers will carefully consider the ways in which they might reduce the barriers that pupils with specific needs may face in accessing the curriculum. They may, for example, consider in greater detail the building blocks of knowledge that specific pupils need to access the curriculum. They may also consider the most appropriate ways for specific pupils to learn aspects of the curriculum. This might include, for example, redesigning teaching materials, giving pupils more time to complete tasks etc. Maths focus groups also support children in as many year groups as staffing will allow.

## **Monitoring Impact**

In order to monitor the quality of teaching and learning across the school, work scrutiny takes place at least 3 times a year within year groups. Year teams consider the work in a selection of books, noting down successes and areas for development. They also reflect on the length and content of sequences of lessons, refining the curriculum where necessary. Pupil voice activities are also carried out. Year leaders bring their findings to a subject-specific SLT meeting, where cross-school observations are discussed and future actions agreed.

Drop-ins and lesson observations are regularly conducted by members of the senior leadership team. Feedback is given and additional support and coaching provided, where necessary.

Staff at New Haw also receive regular training (eg in staff meetings, on INSET days, through attending courses) to keep up-to-date with current thinking and to ensure a consistent approach to the teaching of mathematics. The emphasis is on the development and application of skills through interactive teaching and the use of concrete/pictorial methods to secure and embed learning.

## **Coordinator**

The maths coordinator at New Haw is Hayley Curtis who attends regular maths network meetings with the local Maths Hub. New Haw Community School is connected to the National Centre for Excellent in the Teaching of Mathematics (NCETM) and the North-East Hants and Surrey Maths Hub.

## **Review**

This policy was last reviewed on 18<sup>th</sup> June 2021, and will be reviewed again in summer 2022.