



Nourishing the fitrah of each unique child

Mathematics Policy

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Mathematics Policy

Mathematics is a subject that fosters skills needed for all areas of the curriculum. It involves practical problem solving, data retrieval, number handling and real-life problems to calculate and solve. It encourages lateral and layered thinking, and enables children to think of ways to overcome problems.

At Unique Academy, we would like for all of our pupils to love and enjoy Mathematics. This policy encourages a coherent approach to teaching and managing the subject discipline of Mathematics within our school.

Intent

Our intent for mathematics is ensure that all pupils:

- Become fluent in the fundamentals of mathematics; including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Implementation

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas.

Our programmes of study follow National Curriculum guidelines and are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop confidence, fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.

Mathematics is taught discretely on a daily basis for 1 hour for each year group depending on their timetable, however, cross curricular links are made to Mathematics wherever possible, and this is indicated on the teachers' medium term and short-term plan.

Mathematics will be taught using a range of visual and practical work to enable pupils to visualize Mathematics, conceptually understand it and be able to articulate and represent their reasoning.

Pupils will also be encouraged to apply their mathematical knowledge to science and other subject disciplines. Mastery and love of mathematics is something that we want all pupils to acquire throughout their school lives and beyond.

Impact

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils 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.

Planning And Assessment

The programmes of study for mathematics are set year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage, if appropriate.

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Mathematics attainment will be assessed at the end of each unit to track whether a pupil is working at, above or exceeding expectations. Mathematics assessment results will be shared with parents during the parents termly meetings.

Strategies To Ensure Progress

Progress is monitored by assessment, and our high expectations mean we constantly strive for excellent progress for all children. Children who are falling behind will be supported through morning intervention groups.

The Headteacher will work with the class teacher and Mathematics leader to offer advice on specific children who are falling behind.

Parents will be given the opportunity to attend a coffee morning/workshop which will advise them on how to support their child's Mathematical development at home.

See our separate '**Calculation**' policy and '**Mathematics Progression Map**', which details our whole school approach to calculation to ensure coherent steps of progression for each year group.

Cross-Curricular Maths

Maths is a subject that lends itself to cross-curricular teaching, and we include mathematical resources, problems and theories in a range of other subjects' teaching: for example, collecting data in science sessions, and exploring shape when designing structures in art and DT themed sessions.

We aim to create mathematically rich classroom environments (through wall displays, tabletop displays, and free flow provision) so that there is an opportunity for Maths learning at all times.

Resources including ICT

Resources are maintained, logged and organised by the school administrator. Resources can be checked regularly to ensure they are appropriate, clean and in a good state of repair.

At Unique Academy, we encourage the use of ICT resources such as computers as well as cameras to help further children's enjoyment of Maths, engage their interest and enhance their understanding of intended learning objectives.

Special Educational Needs and Disability (SEND)

Planning and differentiation will be used to ensure that all children are included in Maths teaching. Quality provision is made for all children, no matter what their barriers to learning or special educational needs (SEN).

Equal opportunities

We have a positive and welcoming attitude towards all members of the community, and we are careful to avoid stereotyping when organising activities and selecting materials. The teaching and learning in mathematics is in line with the school's statement of equal opportunities.