

### Statement of intent

Dussindale Primary School recognises that maths is both a key skill within school, and a life skill to be utilised through everyday experiences. A high-quality maths education provides a firm foundation for understanding how maths is used in everyday life and activities, developing pupils' ability to reason mathematically.

Through the teaching of maths, Dussindale Primary School aims to develop:

- A positive attitude towards maths and an awareness of the relevance of maths in the real world.
- A process of enquiry and experiment.
- An ability to solve problems and think logically in order to work systematically and accurately.
- An ability to work both independently and in cooperation with others.
- Competence and confidence in pupils' maths knowledge, concepts and skills.
- An appreciation of the creative aspects of maths and an awareness of its aesthetic appeal.

### Legal framework

This policy has due regard to statutory guidance including, but not limited to, the following:  
DfE (2013) 'National curriculum in England: Mathematics programmes of study'  
DfE (2017) 'Statutory framework for the early years foundation stage'

### Roles and responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of maths, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all maths related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.

- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of maths to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of maths in subsequent years.

The classroom teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' mathematical skills, with due regard to the national curriculum.
- Planning lessons effectively using White Rose to ensure a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

### Early years provision

Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the early years foundation stage'.

Activities will provide pupils with the opportunity to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, and describing shapes, spaces and measurements.

All activities will adhere to the objectives set out in the framework.

During the early years foundation stage, pupils will be taught to:

- Count with numbers from 1 to 20, placing them in order and naming the number that is one more or less than a given number.
- Use quantities and objects to add and subtract two single-digit numbers, and count forwards or backwards to find the answer.
- Solve problems, including doubling, halving and sharing.
- Use everyday language to talk about size, weight, capacity, position, distance, time and money in order to compare quantities and objects, and solve problems.
- Recognise, create and describe patterns.
- Use mathematical language to describe everyday objects and shapes.



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## Teaching and learning

The maths subject curriculum is taught daily through White Rose maths lessons and early morning maths calculations. Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary. Pupils will undertake independent work, and have the opportunity to work in groups and discuss work with fellow classmates.

Lessons will follow the White Rose Scheme of Work allowing for a wide range of mathematical, enquiry-based research activities, including the following:

- Questioning, predicting and interpreting
- Pattern seeking
- Collaborative work
- Problem-solving activities
- Classifying and grouping

Lessons will involve the use of a variety of sources, including data, statistics, graphs and charts.

The classroom teacher, in collaboration with the subject leader, will ensure that the needs of all pupils are met by:

Setting tasks which can have a variety of responses.

Providing resources of differing complexity, according to the ability of the pupils.

Setting tasks of varying difficulty, depending on the ability group.

Utilising teaching assistants to ensure that pupils are effectively supported.

A maths mastery approach is taken to the curriculum, in which fluency comes from deep knowledge and practice. This means that structured questioning is used to ensure that pupils develop fluent technical proficiency and think deeply about the underpinning mathematical concepts.

Focus is put on the development of deep structural knowledge and the ability to make connections, with the aim of ensuring that what is learnt is sustained over time.

All classrooms must have a maths learning wall.

At Dussindale Primary School we do not prioritise between technical proficiency and conceptual understanding, and we aim to develop these in parallel.

## Planning

All relevant staff members are briefed on the school's planning procedures as part of their staff training.



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Throughout Dussindale Primary School, maths is taught as a discrete lesson and as part of cross-curricular themes when appropriate.

Teachers will use the key learning content in the DfE's statutory guidance 'National curriculum in England: mathematics programmes of study', published in 2014 as outlined in White Rose.

Lesson plans will demonstrate a balance of interactive and independent elements used in teaching White Rose, ensuring that all pupils engage with their learning.

There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.

Teachers will ensure daily early morning maths focuses on mental calculation.

Long-term planning will be used to outline the units to be taught within each year group.

Medium-term White Rose planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlight the opportunities for assessment.

Medium-term White Rose plans will identify learning objectives, main learning activities and differentiation.

Medium-term White Rose plans will be shared with the subject leader to ensure there is progression between years.

Short-term planning will be used flexibly to reflect the objectives of the lesson, the success criteria and the aims of the next lesson.

Short-term planning is the responsibility of the teacher. This is achieved by building on their medium-term planning, taking into account pupils' needs and identifying the method in which topics could be taught.

All lessons will have clear learning objectives, which are shared and reviewed with pupils.

Homework will be set on a weekly basis and will build on that week's lesson objectives.

Homework will take a variety of formats, including mental maths tasks, games, data analysis activities and written tasks.

## Resources

The subject leader is responsible for the management and maintenance of maths resources.

Frequently used maths resources are distributed throughout the school to classrooms to facilitate curriculum requirements.

Resources which are not required regularly, and those in relation to key whole-school topics, are stored centrally on the first floor.



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Classrooms have maths learning walls.

Maths equipment and resources will be easily accessible to pupils during lessons.

The subject leader will undertake an audit of maths equipment and resources on an annual basis.

This policy should be read in line with all other school policies.



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