



HILLTOP
PRIMARY SCHOOL

Mathematics Policy

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Rationale

Mathematics is a core subject and holds one of the highest priorities in the school's curriculum.

- Mathematics is a powerful means of communication. It is used to provide the means by which we can convey thoughts and ideas. Information and concepts can be presented by the use of numbers, letters, drawings, charts and diagrams.
- By using examples and applying logic, generalised principles can be deduced. This requires the need to check and make hypotheses. Mathematics can therefore, be a useful tool to communicate information required in other subjects, in everyday life and the world of work.
- Mathematics has a fascination of its own for some people. The discovery of the infinite range of mathematically generated ideas gives pleasure to many children and adults.
- Appreciating mathematical principles expressed in art, literature, music and the way things work adds another dimension to interpreting the world in which we live.

The aims of mathematics at Hilltop School

- To develop as far as possible the knowledge, skills and understanding in mathematics, which will be required in, further study and adult life.
- To ensure all staff have high expectations for all our pupils.
- To provide continuity and progression throughout the school.
- To develop the skills of thinking logically when applying their mathematical knowledge to solve problems.
- To encourage parents to play an active role in understanding how the teaching of mathematics has changed.
- To ensure all pupils enjoy mathematics, be successful and have a positive attitude to the subject.
- To engender a fascination with the subject and give all children the confidence to use their mathematical knowledge and understanding with fluency and accuracy.

Objectives

How do we intend to achieve these aims?



There are five main areas for development. These are facts, skills, concepts, processes, and personal qualities.

For example:

- Facts – number names and symbols, shape names
- Skills – use of mental agility, mathematical instruments, or equipment such as calculators.
- Concepts – number, measurement and shape and space.
- Processes – developing strategies to solve mathematical problems in everyday life.
- Personal Qualities – to ensure Beyond values are linked to the lessons.

The New Primary Curriculum for mathematics will be used as the basis for planning lessons and for teaching Mathematics to our pupils. It is our day-to-day reference point and enables us to set appropriately high expectations for all pupils in our school.

The New Primary Curriculum (from 2014)

The teaching and learning strategy of Hilltop School is based on the revised framework of the New Primary Curriculum 2014.

Foundation Stage follow the EYFS framework. Each year group in KS1 and KS2 is required to follow the assessment steps for End of Year Expectations alongside The White Rose scheme of learning and match the learning objectives to the relevant strand. The success criteria must show the steps of how the children will achieve the learning objective.

Assessment, Recording and Reporting

Opportunities for teacher assessment will be identified in planning documents together with opportunities for pupil assessment. Assessment in Numeracy is continuous to inform planning and diagnose any weaknesses.

Summative assessment is through statutory testing at the end of the Christmas and Easter terms and End of Key Stage SATS, using PiXL and also teacher assessment. Tracking of each pupil is recorded through Arbor and allows the Numeracy Subject Leader / class teacher to use the gap analysis to put in place appropriate interventions for individual, group or whole class teaching to address these gaps.

Reporting is on three times a year basis during consultation evenings and annually through the written report.



Pupils' attainment and progress is measured in terms of agreed 'Steps' which have replaced the out-going National Curriculum levels.

Moderation of the assessment process is carried out across and between Year groups during the course of the academic year and where appropriate, with Trust colleagues from parallel classes in our other Trust Primary Schools.

Planning

Long term: The New Curriculum 2014 and White Rose Maths is used to inform staff of the key objectives and suggested content of units of work, to inform their short-term planning. Nursery and EYFS will continue to follow Development Matters scheme of learning.

Short term:

Nursery and EYFS teachers will meet weekly to discuss and plan together using the Development Matters scheme.

KS1 & KS2 teachers will meet weekly to discuss and plan together using the end of year steps to monitor the individual key skills that will inform their weekly learning objective. They will then adapt as necessary for the learning needs of the children in the respective classes.

Reasoning vocabulary must be embedded into the planning of maths and displayed in the classroom for when the children complete a reasoning question.

Year Six maths will continue to be taught by one teacher for the whole year group.

Non-negotiables

The following must be displayed in the classrooms; mathematical language for the four basic calculations (+, -, x ÷). In KS1 a numberline from 1 – 20 (year one) and 1 – 30 (year two). Key time language around the main clock (quarter past, half past, quarter to and o'clock).

Working walls must show the current weeks learning – key vocabulary must be on display; pupil voice and the children's learning should be used to show progression of the key skill being taught.

In maths books, the expectations are the short date must be used in the right-hand corner and underlined the LO must be written from the left and no underlining is necessary of the LO, and it is one number per square.

The White Rose calculation policy will continue to be followed from September 2023



Resources

Maths resources are kept in a large walk - in cupboard within the school hall. Resources are carefully labelled. In addition, each class is equipped with basic day-to-day mathematical equipment to ensure their regular, appropriate use and allow for greater accessibility for the children.

Equal opportunities

At Hilltop school we are committed to providing all children with an equal entitlement to scientific activities and opportunities regardless of race, gender, culture or class. Every child matters.

Inclusion

At Hilltop school we aim to meet the needs of all children by differentiation in our mathematics planning and in providing a variety of approaches and tasks appropriate to ability levels. This will allow all children the opportunity to take an active part in all aspects of the curriculum.

The class teacher and SENCo account for Special Educational Needs in the SEN policy and through a provision map that is set and reviewed termly.

By giving the children enhancing and enriching activities, more able children will be able to progress to a higher level of knowledge and understanding appropriate to their abilities.

Booster and Focus groups

Pupils benefit from targeted intervention such as Precision teach or PiXL in key stage 2. Additional focus groups are set up throughout the year dependent upon needs being identified through careful analysis of the Arbor data.



Health and Safety

Guidelines in the Hilltop Health and Safety policy will apply to the use of ICT based activities.

Homework

This is in line with our whole - school homework policy. Please see the separate current homework policy. The tasks are intended to stimulate learning and enhance a range of study skills.

The role of the subject leader

The subject leader is responsible for Mathematics across both key stages.

The role of the subject leader includes:

1. Monitoring the quality of teaching and learning across the school through data capture, lesson observations and drop-ins, planning and book scrutiny and pupil conferencing.
2. Advising on in-service training to staff where appropriate. This will be in line with the needs identified in the School Improvement Plan and within the confines of the school budget.
3. Advising and supporting colleagues in the planning, implementation, and assessment of the New Mathematics Curriculum 2014.
4. Assisting with requisition and maintenance of resources required for the teaching of mathematics. Again, this will be within the confines of the school budget.

This policy will be reviewed annually by the Numeracy Subject Leader and necessary changes made.



Special Notes

1. Special Educational Needs are accounted for in the SEN policy and maths provision maps are set and reviewed termly by the class teacher and SENCo.
2. Pupils' spiritual, moral, social and cultural education development is encouraged through mathematics by encouraging an awareness of the power of maths to help us understand the infinite nature of the universe and the way in which apparently unrelated phenomena are connected.

Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.



Equality Impact Assessment

Who is the policy or process intended for?	Pupils	Employees	Govs/ Trustees	Volunteers	Visitors
		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Status of the policy or process:	New policy or process			Existing policy or process	
	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pupil groups (PP/SEN/CLA):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Evaluation and decision making					
Summary of action taken:					
Final decision:					