



Maths Policy September 2023

*‘With **faith, hope and love** in our hearts together we will grow and **flourish.**’*

Intent

At Stoke Minster Primary Academy, the children will become fluent in the fundamentals of mathematical knowledge, skills and confidence to succeed in a world where we are constantly required to solve mathematical problems.

Maths at Stoke Minster encourages children to explore, discuss and reason about elements of Maths in real life contexts and scenarios. All children are encouraged and taught to look at the structure of mathematics, making links between the strands and understanding that maths is a transferable skill which is required in all walks of life and work settings.

Through a mastery approach, we aim to develop both procedural and conceptual understanding, along with the knowledge of when and how to utilise these.

Children are encouraged to be brave and resilient, and not to fear being wrong; as this is where the best learning happens. Alongside this, we have developed a culture where children will challenge both their peers and the adults, backing up their reasoning with valid mathematical understanding.

The new National Curriculum describes mathematics as follows:

*“**Mathematics** is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history’s most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.”*
Mathematics equips pupils with the uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem solving skills and the ability to think in abstract ways.”

Implementation

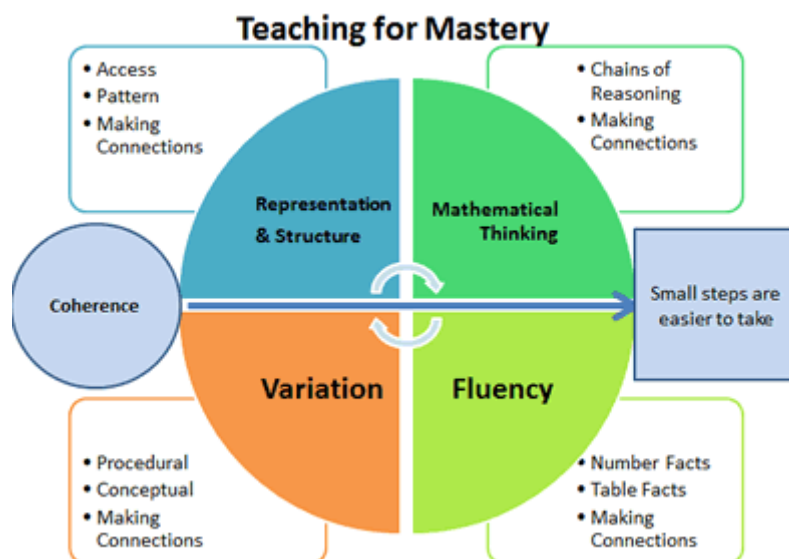
Our Curriculum will:

- deliver Maths in line with new National Curriculum guidelines
- ensure the delivery of Maths is filled with **cross curricular opportunities**
- create a **lively, exciting and stimulating environment** in which the children can learn Maths
- allow time for partner talk in order to **stimulate and develop a curiosity** for Maths
- **explore** the link between concrete, pictorial and abstract concepts
- **challenge children** to stretch themselves and take risks in their learning
- create a sense of **awe and wonder** surrounding Maths
- ensure children in Key Stage 1 are secure in their understanding of number and number relationships
- provide children with the opportunity for a range of **challenges for all abilities**

At Stoke Minster Academy, we follow a scheme called Power Maths. This is built on the mastery approach and follows a clear structure of lessons which are used from Year 1 through to Year 6. The scheme allows for children to become more fluent in their understanding and application of maths. The following chart is taken from the NCETM guidance in developing a mastery approach to Mathematics.



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In Nursery, pupils are taught using Mastering the Curriculum.

The Mastering Number programme (NCTEM) is used in Reception and Key Stage 1.

In Reception, mastering number is the daily maths session.

In Key Stage 1, the mastering number is taught in addition to the Power Maths lesson.

Power Maths follows a structure of Discover, Think Together and Practice.

This is taught four times a week across Years 1-6.

The session will start with a flashback 4, which revises concepts and language taught the previous day, the previous week or earlier in the term.

A range of concrete, visual and practical aids are used in all year groups and at least 25 mins of each lesson is spent discussing, talking and explaining mathematical thinking.

STEM sentences are used to promote thinking and are visible on working walls, along with key vocabulary, samples of work and prompts to support the children's learning.

In addition, one lesson each week, 'Minster Maths,' will focus on fluency and skills such as taught times table sessions and guided reasoning allowing children more opportunities to explore and explain their mathematical thinking.

SEND and Inclusion

Maths is taught to all children in an inclusive way. Children with SEND participate fully in daily maths lesson and are expected to meet the same national expectations in mathematic as peers where possible. For children who are unable to access the NC then teaching objectives are taken from PIVATS. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Independent practice activities take into account the targets set for individual children. Teachers provide help through:

- Ensuring a balance of visual, aural and kinaesthetic stimulus
- Using visual and written material in different formats
- Using IT, other technological aids and additional staff in classrooms

Teachers ensure that support staff are deployed effectively during whole class, group and individual teaching sessions. Support staff may work individually with pupils on specific targets; they may also be deployed to work with groups within the class.



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Impact

Children will achieve age related expectations in Maths at the end of their cohort year. Analysis of end of unit checks and termly NTS standardised scores will enable all groups to narrow the gap and make good progress.

Children will develop a love for Maths.

Children will have a deep, holistic understanding of mathematical concepts.

Children will be able to make links between mathematical concepts.

Children will develop skills that are relevant in a real life context.

Children will talk about maths confidently and clearly, using sound mathematical vocabulary