

# **The Reddings Primary and Nursery** **School**



## **Maths Subject Policy**

**Written: January 2021**  
**Next Review: January 2024**

## **Subject Statement**

Maths is essential to everyday life; it is critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. Our aim at The Reddings is for all children to achieve a high level of maths fluency and reasoning to allow them equal opportunities in the future. All teachers have a responsibility in this and it is expected that maths teaching will take place every day. Teachers are encouraged to use multiple teaching and learning styles to make maths a fun and engaging subject that is embedded across the curriculum where possible.

## **Progression of skills and knowledge**

A progression of skills and knowledge is shared with all staff.

This is stored centrally in the Teacher → Subjects → Maths → HfL folder. The progression of skills is currently the Herts for Learning progression guidance.

## **Planning Expectations**

At The Reddings, we follow Herts for Learning Essential Maths material.

Topic overviews are written at the beginning of each learning sequence, identifying areas of coverage of knowledge and skills. There is a long term plan for each year group as part of the provided documentation. This provides a clear overview of teaching and learning across the school, the year and through each Learning Sequence. The planning expectation is that as a Learning Sequence progresses the teacher will annotate the plans accordingly.

## **Planning Format**

The Learning Sequences are not attached to this document due to length. They are held centrally in Teacher → Subjects → Maths → HfL → Essential Maths; also available through the HfL PA Plus portal.

Teachers are expected to annotate the documentation provided from the HfL Essential Maths materials. It is pointed out that one step in a learning sequence is not necessarily one lesson, hence the need for annotations.

## **Assessment**

Assessment is an on-going, formative process in maths. Teachers use their classroom assessments and annotations to adapt planning to ensure effective support and challenge. At The Reddings, we use the HfL assessment steps to measure attainment and progress. Evidence against the statements is collated as part of an ongoing process by the class teacher. Data is provided to the subject specialist and SLT by teachers half-termly, with formal, tested, assessments supporting judgements following the Assessment Schedule.

The formal tests used are purchased from NFER, to allow national comparisons to take place in all year groups, away from the Statutory Assessments.

Statutory Assessment Tests (SATs) take place at the end of Key Stage 1 and Key Stage 2. The subject specialist provides an annual analysis of the statutory assessments to the SLT and Governing Board.

## **Resources Used**

Every classroom has a wide range of physical resources to use within maths teaching. The progression of maths is encouraged to follow the model of concrete → pictorial → abstract to ensure understanding builds; the use of manipulatives is necessary for this approach.

## **Monitoring**

Monitoring of maths, including but not limited to, curriculum coverage, marking book checks and planning annotation checks, will take place according to the Core Plan, unless further requested by the Senior Leadership Team. This will be by the maths subject specialist and reports are produced as part of the Core Plan monitoring process. Outcomes of monitoring are fed back to the staff and teacher specific feedback forms part of the 'teaching over time' document.

Governors will monitor the policy through their Governor visit programme which may include work scrutiny, pupil voice and progress data analysis.

### **Renewal of Policy**

This policy should be reviewed at a minimum every three (3) years. Should key changes occur in the curriculum or with maths teaching pedagogy, the policy should be reviewed earlier if necessary.