



## Maths Policy 'Teach Less, Learn More'

Reviewed February 2018

### BACKGROUND:

The National Curriculum puts the focus on all children achieving what is expected of their age group and not going beyond this. Evidence shows that children need to be able to understand a concept, apply it in a range of situations to really understand it. This is known as a 'mastery approach'.

### AIMS:

- To develop and embed a mastery approach to teaching and learning. To ensure that children have a secure understanding of maths knowledge and skills. Learning is at a steadier and deeper pace, ensuring that no child is left behind, as well as providing deeper and richer experiences for children who are working above the national expectation for their age. Teach Less, Learn More.
- To provide a tight focus of non-negotiable skills specific to Nursery, Reception, Y1 and Y2.
- To use the CPA approach to support the teaching of maths.
  - **Concrete:** pupils should use concrete objects and manipulatives to help them understand what they are doing.
  - **Pictorial:** pupils build on the concrete approach by using pictorial representations to reason and solve problems.
  - **Abstract:** with the foundations firmly laid, pupils should be able to move to an abstract approach using numbers and key concepts with confidence.
- To develop positive attitudes towards mathematics.
- To acquire the competence and confidence to use an apply skills to problem solve and to work systematically and accurately.
- To build pupils' mathematical fluency without the need for rote learning.
- Children understand their next steps and make sustained progress over time.

### HOW WE TEACH MATHS:

#### KS1:

- The Maths No Problem Scheme is followed to introduce new concepts using Concrete Pictorial Abstract (CPA) approach.





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- Maths journals are used to provide the opportunity to use and apply skills taught, with a focus on the development of early journaling skills.
- 'Low floor, high ceiling tasks' are used to ensure all pupils can access but can be extended to a higher level. The best tasks those that are highly visual and lead to rich mathematical discussion.
- The use of concrete objects and pictorial representation is actively encouraged alongside abstract representations.
- All children are taught in class, together, most of the time.
- Pupils are not grouped by ability. Less able pupils are expected to reach a basic standard before the class moves on to the next concept, whilst more able pupils explore the same concept in greater depth.
- Rich opportunities are provided to work in groups, paired work and individually.
- Catch up: some children will be given additional time and support to learn concepts that they have not yet grasped from previous year groups.

### **EYFS:**

- The teaching of mathematics in EYFS is based on the Statutory Framework for the Early Years Foundation Stage. It is widely accepted that a play-based approach to maths builds a more solid foundation than being introduced to abstract symbols and learning by rote. Play is an effective vehicle for fostering Mathematical concepts and developing positive attitudes to mathematics.
- The main focus for the teaching of number is underpinned by the use of a Concrete Pictorial Abstract (CPA) approach.
- Opportunities are provided for pupils to think and work mathematically through teachers modelling skills, practical focussed activities and the opportunity to use and apply skills taught through enriching play-based experiences to develop understanding, consolidate skills and challenge pupils. This includes the provision of high quality role-play enables children to investigate the realistic uses of mathematics in their everyday world.
- Key number skills include: developing 1:1 correspondence, the ability to subitise a small quantity, be able to reliably count a given number of objects, finish a sequence, find a missing number 2,3, ?, 5, 6, and solve realistic problems using a variety of approaches.



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### RESPONDING TO WORK:

- Teachers observe and evidence methods using relevant stamps and brief comments.
- Teachers are encouraged to provide more verbal feedback during lessons, shorter comments in books and more ticking of correct concepts.
- Highly visual stamps are introduced to pupils and used to communicate progress and next steps.
- Corrections are highlighted using a practise purple highlighter.

Reception Marking Stamps	
Target driven ↓	
	form numbers correctly
	check counting
	check
	highlighted error to correct / practise
	verbal feedback given
Indicates method used ↓	
	used concrete objects
	used a number line
	used a 100 square

KS1 Marking stamps	
Target driven ↓	
	form numbers correctly
	check counting
	journal your methods
	make your writing neater
	check place value
	check
	highlighted error to correct / practise
	we talked about ...
Indicates method used ↓	
	used concrete objects
	used a number line
	used a 100 square

### ASSESSMENT AND RECORDING

- Assessment is a continuous process. Teachers are expected to assess and record the attainment of all pupils in their class through observations, marking and annotating work and updating online pupil trackers.
- KS1 Class teachers are expected to input a judgement of Beginning, Developing or Secure on the School Pupil Tracker termly. The data will be analysed by the SLT and used to inform pupil progress meetings.
- EYFS Class Teachers input a judgement of Beginning, Developing or Secure in their age-phase. A baseline assessment is conducted within the first 6 weeks of entering Nursery and Reception. Subsequent assessments are made mid Spring, mid Summer and at the end of the Summer term.