



Rosecroft Primary School and Nursery
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Headteacher: Mrs J Drew

Mathematics Policy

2024 – 2026

Rationale

At Rosecroft Primary School, high quality teaching and learning is at the very heart of our mission. This is because high quality teaching and learning transforms lives, opens doors and provides opportunities. The purpose of this policy is to promote the best possible teaching and learning strategies and outcomes in mathematics for our pupils. We recognise that mathematics increasingly underpins all aspects of modern life and technology, and that in order to succeed in the 21st century, children need to be confident and competent mathematicians.

Aims

We expect all children to develop an appreciation for the increasing importance of mathematics in modern life by identifying real-world applications of taught mathematical principles. The aim of our mathematics policy is to help shape our young people into confident and competent mathematicians by:

- Promoting the best possible teaching and learning strategies.
- Being grounded in evidence.
- Being a useful reference document for class teachers.
- Being helpful in explaining our approach to other stakeholders.
- Underpinning our monitoring and CPD activities.

Teaching

What we teach.

At RPS, teachers follow the White Rose Maths (WRM) schemes of work to support their teaching. Following this scheme is designed to ensure that all maths teaching at RPS is consistent and of a high-quality by providing a solid base of teaching resources and questions, linked to each year group's curriculum expectations, for teachers to use and adapt as necessary. We supplement this scheme using other resources such as NRICH and the NCETM mastery resources.

Who we teach.

At RPS, we believe that all children are entitled to the same high-quality teaching and it is therefore our expectation that all children move through the schemes of work at the same pace. However, we recognise that some children need additional scaffolds and support to achieve the same objectives, and other children may need additional challenge to deepen their understanding further. Additional support could come in the form of practical resources, visual frames, targeted group work within lessons and pre-teaching and targeted intervention outside of lessons for some children. This is not an exhaustive list, and the exact form that additional support might take is left to teachers' professional judgement. For some particularly more confident mathematicians, for whom the schemes of work do not provide sufficient stimulation, we provide additional challenge by exposing them to deeper reasoning and problem-solving questions and targeted teaching within lessons.

How we teach

At RPS, we use the long and medium-term plans from WRM to structure our units, which all teachers are expected to follow to ensure full coverage of the curriculum, adapting as necessary.

Our lessons are outlined:

1. Review 2. Introduce 3. Teach. 4. Independent. 5. Plenary

1. Review

Each lesson starts with review of previous learning. This might be an activity such as 'Last Lesson, Last Week, Last Term, Last Year' (Flashback 4), or the 'Get Ready' slides from the WRM scheme, or both. This is because constantly being required to recall prior learning means it is more likely to be transferred to our long-term memory.

2. Introduce

After the review, the learning objective for the lesson is introduced, drawn from the WRM scheme of work, and teachers make explicit links to previous learning where they would have encountered similar concepts, for example in previous year groups.

3. Teach

During the 'teach' section of the lesson, teachers use the WRM slides to structure high quality inputs, supplementing the slides and videos with additional modelling and examples to ensure understanding. This may include pair and individual whiteboard work to assess understanding.

4. Independent



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Activity Children are expected to complete these independently to ensure individual accountability and learning.

5. Plenary

Plenaries are used as an opportunity to reflect and summarise the key learning once more, as well as to self- and peer-assess the work. Teachers would be expected to go through the answers with the class, and children would correct their work if necessary, using a purple pen, following explicit teacher modelling of the question.

In KS1 and 2 we also follow the WRM calculation policy. This outlines the representations that are used by the WRM scheme of works.

Multiplication (Tackling Tables)

Multiplication facts are taught throughout KS1 and KS2. Teachers follow the Times Tables termly planner, so all multiplication and division facts are taught before the year 4 MTC.

Tackling tables is introduced from Spring term, Year 2. It is timetabled in 3x per week and a 'Beat Your Best' assessment is carried out fortnightly. Children are also expected to complete the online version of Tackling Tables so that progression can be documented, and gaps identified.

Mastering Number

In EYFS/KS1 the mastering Number programme is used to reinforce number knowledge. This is carried out at least 3x per week from Reception to Spring term year 2.

Feedback and Marking

General Principles

Our Teaching, Learning, Feedback and Marking Policy sets out our approach to feedback and marking as a school. The following sections of this policy detail how this policy applies to maths lesson in particular.

Live Marking

During the independent learning phase of a lesson, the teacher will circulate the class and provide high quality verbal feedback as the children are completing their work. Since teachers are speaking to pupils during the lesson, this enables feedback to be both clear and precise. Teachers would live mark and point out any mistakes and children would be expected to correct them with a purple pen following additional modelling.

In EYFS, correct work is marked green correct and pink is used to show a misconception or error. This is then corrected with the support of an adult.

Whole Class Feedback

As teachers are circulating, it might be the case that common misconceptions are identified, at which point these would be addressed whole class using mini plenaries. Additionally, during a post-lesson review of books, the teacher will identify common misconceptions or general points for improvement relevant to groups of children or the whole class. They will then address these with the whole class before the start of the next lesson.

Self, Peer- and Shared Marking

Self, peer and shared marking take place during the 'check' part of the lesson for initial questions, and at the end of the lesson during the plenary. Teachers may provide the answers for students to check mark themselves using a purple pen. They may then be encouraged to work with a partner to correct any mistakes, and additional teacher modelling used to support if necessary.

Assessment

Formative Assessment

Formative assessment can be thought of as our day-to-day, real-time assessment. Often, we define it as Assessment for Learning, with the purpose of using it to inform the learning moving forward.

Formative assessment is continuous, typically informal and constant throughout a lesson. This means that a core role for the teacher throughout the lesson is to be constantly assessing each child's progress towards understanding the objective of the lesson.

Effective formative assessment requires teachers to be flexible and willing to adapt to learning blocks or opportunities for challenge as they appear throughout the lesson.

Children can then be targeted for same day interventions with either the class teacher or additional adult so that they keep up.

Summative Assessment.

On a termly basis the children sit PiXL tests during an 'assessment week'. These tests inform our judgements of the children's level of attainment, and the results of Summer Term assessments are reported to parents in the annual report, except for Y6 in Summer Term who use the SATs assessment and do not complete Summer Term PiXL tests. Following each termly assessment week, the results of these tests are used to identify children who, based on their prior attainment, are not achieving in-line with our expectations. Follow on pupil progress



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meetings are held so that the children are identified and quickly and promptly targeted for additional support.

Leadership and management

The mathematics subject leader is responsible for supporting the development of effective teaching across the school. The main roles are to:

- teach demonstration lessons;
- ensure that teachers are familiar with the National Curriculum 2014 and the school's calculation policy and help them plan lessons;
- lead by example in the way they teach;
- prepare, organise and lead training, with the support of the headteacher;
- support the headteacher in carrying out an audit and agreeing an action plan with staff and the governing body;
- work co-operatively with the SEND Co-ordinator in providing advice and support to staff;
- observe colleagues with a view to identifying the support they need;
- attend training to broaden their knowledge of mathematics and teaching of mathematics;
- discuss regularly with the headteacher and governor responsible for mathematics the school's progress in implementing the mathematics programme of study as set out in the national curriculum.

Review

This policy will be reviewed bi-annually in line with the school's policy review programme. The subject leader is responsible for reporting to the governors' curriculum committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

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