

Daisyfield Primary School



Maths Policy

March 2025

Intent

At Daisyfield Primary School we believe that Mathematics should develop knowledge, skills, understanding and characteristics of the National Curriculum, predominantly through the use of Lancashire Maths / Red Rose Mastery Maths Curriculum planning and resources. Children should progress in skills and understanding from one year to the next.

Impact

We want our children to develop skills which they will use in many areas of their life. We aim to prepare them for every day experiences as well as challenges which they will face. We want our children to achieve as they learn to solve problems and develop reasoning skills. They will learn to explore and explain their ideas using symbols, diagrams and spoken and written language.

Teaching and Learning

At Daisyfield, Mathematics is taught daily, for at least 45 minutes. Classes cover weekly units of Mathematics, as set out by Lancashire Mathematics / Red Rose Mastery Maths Curriculum.

Maths is taught through Lancashire Maths Planning in EYFS and in year six. Within this, teachers use Interactive Teaching Programmes (ITPs); Modelling PowerPoints; Interactive games; Contextual Learning ideas; Using & Applying problems; Assessment questions. Work is recorded in Maths exercise books and workbooks.

In Years 1- 5, Maths is taught through Red Rose Mastery Maths Curriculum. Within this, teachers use Interactive Smart Notebook files to deliver the teaching input. Work is recorded in Red Rose Maths workbooks and any jottings / working out / deeper learning tasks are completed in the Maths exercise book. All lessons start with a problem and in most lessons there will be an element of problem solving and reasoning skills. This will be evident in books; on displays and through discussions with children.

In addition to this, teachers encourage use of Times Table Rock Stars and children complete times table tests working towards the Daisyfield Times Table Mountain Challenge (See Times Table policy for further information). Children in EYFS and KS1 (as well as those working below ARE) access NumBots in school and at home. This allows children to learn and consolidate number facts.

In Maths, worksheets should be limited and must be trimmed down so that they fit neatly into books. Success Criteria should be used in lessons where appropriate. If children are writing question numbers in books, they should write the number followed by a bracket.

Aims: Mathematics helps children to make sense of the world around them through developing their ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives.

At Daisyfield Primary School we aim to:

- Develop mathematical understanding through systematic direct teaching of appropriate learning objectives.
- Develop mathematical skills and knowledge and quick recall of basic facts.
- Challenge all groups of pupils (such as SEND, more able, pupil premium); and enhance learning through displays around school and use of online platforms such as Times Table Rock Stars and NumBots.
- Develop fluency in Mathematics by: encouraging children to make and justify decisions; pausing before engaging with a problem; noticing specific factors within a problem such as number bonds; understanding which procedure is most appropriate and why.
- Ensure that children are aware that it is acceptable to make mistakes
- Develop a love for learning through passionate and enthusiastic teaching

Curriculum

At Daisyfield Primary School, we follow the Lancashire Maths Planning / Red Rose Mastery Maths Curriculum schemes. We have calculation policies (including written and mental methods) for each year group which are derived from the Lancashire schemes.

We also have a Daisyfield Times Table challenges where children work towards challenges (see Times Table Policy).

We teach the following times tables in each year group:

Year 1: 2, 5, 10

Year 2: 3, 4

Year 3: 6, 8, 11

Year 4: 7, 9, 12

Children earn their blue star badge when they achieve their Year 1 & 2 times tables.

Children earn their gold star badge when they achieve all of their times tables.

For those children who exceed this and are able to complete set challenges at speed, they receive a special golden badge.

EYFS

In EYFS we follow the Lancashire Maths Planning alongside the Early Years Foundation Stage Framework. This outlines the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception Year.

In addition to this, the Educational Programmes set out in the Early Years Foundation Stage Framework. The Education Programmes outline what children should experience in the Early Years Foundation Stage to support their learning and development. There is an Educational Programme for all seven areas of learning outlined in the EYFS Framework (including Maths). These programmes are delivered through a range of adult led activities, as well as through child-initiated learning built upon the children's interests and skills that are identified as needing to be developed.

Mathematics is one of the 'specific areas' and children use their Learning Journey book in Nursery and Maths book in Reception to record activities. Child led observations are also recorded on Target Tracker.

Assessment

Assessment for Learning

Staff use questioning throughout lessons to assess children's understanding. Following this, they can address children's misconceptions; adapt the lesson if necessary or move learning on as a result of the children's answers.

Staff in class mark children's work following the school's marking code. They give feedback to support and challenge children.

Assessment of Learning

Each term we assess the children using Lancashire Mathematics / Lancashire Red Rose Tests. Children complete an arithmetic test and a reasoning test. Teachers use the results of these assessments to help to inform their judgement of assessment. Each term teachers and SLT will moderate teacher assessment by looking at the work completed in books. This ensures consistent and accurate assessments.

The year groups following Red Rose Mastery Maths Curriculum (Year 1-5) also complete half termly learning checks based on the unit content covered. The results of these learning checks inform teachers future planning of lessons and interventions, as well as helping to inform their judgement of assessment.

A teacher must still assess a pupil against all of the pupil can statements within the standard at which they are judged to be working. At Daisyfield we use the Daisyfield Maths Assessment Sheets created alongside the Reading and Writing Leads and with input from every Class Teacher.

These Maths Assessment Sheets are stored on TEAMS under current year group.

Teachers are expected to use the Maths Assessment sheets and update them regularly in order to assess children against the objectives taught.

If the child does not achieve the Learning Objective, their name would be placed in the 'Below' column.

If the child does achieve the Learning Objective, their name does not need to be added on. This means they are at ARE.

If the child achieves and exceeds the Learning Objective and shows a greater level of skill, understanding and confidence then their name would be placed in the 'Above' column.

By regularly updating the Maths Assessment sheets, teachers will be able to make robust judgements based on accrued evidence and also be able to inform their consequent planning and teaching as all good assessment should.

All the objectives have been taken directly from the Lancashire KLIPS document and will therefore also link directly to the objective within the Lancashire Planning / Red Rose Mastery Maths Curriculum units used to teach from.

At the end of each term, class data is put on a Class Tracker - using year group markers with: Beginning; Beginning +; Within; Within +; Secure; Secure +. This data is analysed by the Key Stage Leader and member/s of the SLT.

Marking and Feedback

All work must be marked. Staff mark work in green pen. Staff put a dot if an answer is incorrect and a tick if an answer is correct. On occasion, peer marking is used.

Following the school's marking policy staff write:

- I = if a child has had support from a teacher
- GW = if a child has worked as part of a guided group
- VF = if a child has been given verbal feedback
- TA = if a child has had support from a teaching assistant

Special Educational Needs

We differentiate accordingly to cater for the needs of all children. Sometimes, this includes using a different year group of planning or, addressing the needs of pupils as outlined in their Education Health Care Plan through specific teaching of objectives. We provide inclusive learning opportunities and actively seek to remove the barriers to learning that can hinder or exclude pupils with special educational needs. See SEND Policy for further information.

More Able & Talented

At Daisyfield, we identify our More Able and Talented children using our Daisyfield Maths Assessments. We identify those children who are working above ARE. We meet the needs of these children by planning for specific questioning opportunities which require Higher Order Thinking Skills.

In Maths, we have identified 5 characteristics of the most able which are as follows:

- Think logically and see mathematical relationships

- Make connections between the concepts they have learned
- Identify patterns easily
- Apply their knowledge to new or unfamiliar contexts
- Communicate their reasoning and justify their methods

Monitoring

Safina Ahmad is the Maths Coordinator, who will monitor Maths through: pupil interviews; learning walks; book scrutiny; analysis of assessment results. SLT will support this role also.

Review date: March 2025

Appendix 1: Curriculum Coverage in Mathematics

In KS1:

- Number and Place Value
- Sequencing and Sorting
- Measurement – Length, Volume, Mass / Weight, Temperature
- Time
- Fractions
- Addition and Subtraction
- Multiplication and Division
- Capacity and Volume
- 2-D and 3-D Shape
- Money
- Position and Direction
- Statistics

In KS2:

- Number and Place Value
- Multiplication and Division (Mental & Written)
- Addition and Subtraction (Mental & Written)
- 2-D and 3-D Shape
- Angles
- Fractions, Decimals & Percentages
- Statistics
- Measures – Length, Volume, Capacity, Mass
- Time
- Position and Direction