



Waddington All Saints Academy  
A L.E.A.D. Academy

## Maths Policy

### Our Aims

A high quality mathematics education is integral to our pupils becoming fluent in the fundamentals of mathematics and provides the foundations of understanding many aspects of the world around them, such as science, computing and financial literacy.

We strive to encourage pupils to have a positive and enthusiastic attitude towards mathematics, which will help equip them with the reasoning, problem solving and abstract thinking skills necessary to work as mathematicians.

Our aims are in line with those set out in the National Curriculum:

- To become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- To reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- To solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

### Teaching and learning

The National Curriculum sets out the detailed objectives which the pupils must learn in each year group. Our long term planning sets out the objectives which must be covered over a year. We use the yearly overviews from The White Rose Hub to ensure each year group has the coverage required. These overviews are designed to be a guide which will then allow teachers to use baseline assessments to judge how long they need to teach the different areas for.

Our medium term plans incorporate units of learning from Inspire maths, which teachers can use as appropriate. These are detailed on the medium term overviews alongside National Curriculum objectives.

The process of teaching mathematics follows a cycle which allows pupils to develop a deep conceptual understanding whilst challenging their thinking and addressing individual needs. All children will have access to the Concrete (using objects), Pictorial (using images) and Abstract (writing calculations) method of teaching new ideas to ensure that they have not only computation skills but a deep conceptual understanding.

To ensure continuity, progression and high expectations for attainment for all children, we follow our Calculation Policy in every year group. This outlines different strategies and methods which teachers should use to develop understanding within their class.

### **Assessments**

In line with our marking policy, teachers continually assess the children's understanding and use these assessments to inform future planning. Teachers may use maths meetings, additional support or targeted intervention to address pupil's misconceptions.

As a school, we follow the LEAD assessment cycle and each class will complete assessments as part of this to enable teachers to monitor progress.

### **Mental Maths Strategies**

Mental arithmetic skills allow for mathematical fluency and underpin the basic calculation skills within all areas of maths. Children should have daily access to a range of arithmetic skills to ensure this is securely embedded. Teachers follow our overview to ensure progression within mental maths. Multiplication facts are a key area of understanding and should take high priority within sessions. Homework will provide opportunities for the children to practise these mental strategies. Each child from Y2-Y6 will have a Timestable Rockstars login so that they can practise at home.