

## Mathematics Policy

September 2020

### 1. Aims and objectives

#### 1.1 Subject Intent

It is our intent that children will learn through a mastery approach, which is deep, sustainable and achievable for all. They will have fluent knowledge and understanding of the number system with the ability to rapidly recall number facts, in addition to performing written and mental calculations efficiently. They will develop factual, conceptual and procedural fluency through a concrete, pictorial and abstract approach. Through a broad range of skills in applying mathematics, they will solve real life problems and reason about mathematical concepts and make connections. When faced with challenges in new and unusual contexts, children will think independently and persevere, showing confidence in success. Through their growing knowledge and understanding, children will learn to appreciate the contribution made by many cultures to the development and application of mathematics. As children develop a sense of excitement and curiosity about maths, they will understand that it is a creative and highly inter-connected subject.

#### 1.2 Essential characteristics

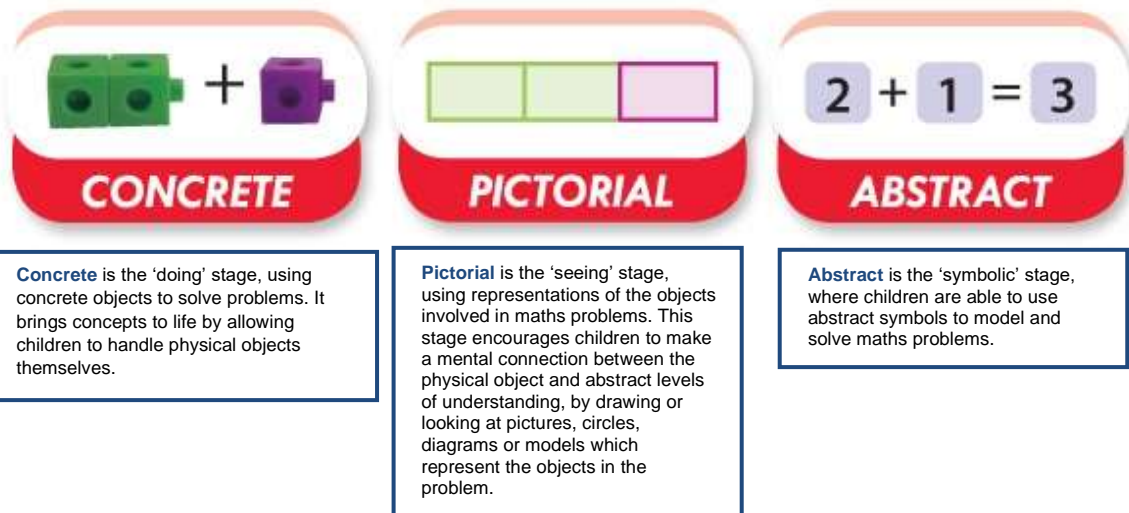
Our objectives in the teaching of mathematics are to teach the essential characteristics of maths:

- Fluent knowledge and recall of number facts and the number system.
- Fluency in performing written and mental calculations and mathematical techniques
- The ability to show initiative in solving problems in a wide range of contexts, including the new or unusual.
- The ability to reason, generalise and make sense of solutions.
- An understanding of the important concepts and an ability to make connections within mathematics.
- A broad range of skills in using and applying mathematics.
- The ability to think independently and to persevere when faced with challenges, showing a confidence of success.
- The ability to embrace the value of learning from mistakes and false starts.
- A wide range of mathematical vocabulary.
- A commitment to and passion for the subject.
- To help children understand the importance of mathematics in everyday life.
- To develop the cross-curricular use of mathematics in other subjects especially in science and design technology.

### 2. Teaching and learning style

#### 2.1 Mastery Approach

The school follows a mastery approach in its teaching and learning styles for mathematics. Our principal aim is to develop children's understanding, knowledge, skills and application of mathematical concepts and ways of thinking. This is to secure their fluency, problem solving and reasoning abilities. It is also to ensure that all children experience challenge and success in mathematics by developing a growth mind-set. Power Maths sessions are taught daily in each year group. Power Maths is a whole-class mastery programme designed to spark curiosity and excitement to help nurture confidence in maths. Children learn through using a high-quality textbook, online learning tools and a practice book for each term. There is a consistent use of the CPA (concrete, pictorial, abstract) approach across Power Maths, which helps children develop mastery across all the operations in an efficient and reliable way.



## 2.2 Progression

To ensure consistency and progression throughout, the school uses the DfE approved Power Maths scheme. This is fully aligned with the White Rose Maths scheme and the school's ongoing engagement with the DfE funded Maths Hubs programme. Such engagement continues to ensure that staff at all levels understand the pedagogy of the mastery approach through CPD disseminated by the Maths Team.

## 2.3 The daily lesson structure

- **Discover:** children experience real life, everyday situation problems through age related story telling and work together to solve them using concrete materials and manipulatives, such as place value counters and number lines to support their own independent learning.
- **Share:** children discuss solutions and the teacher shares a variety of methods and models which could be used to come to a solution. We encourage children to ask as well as answer mathematical questions developing their precise use mathematical vocabulary and stem sentence structures.
- **Think together:** this is a teacher modelled, guided pair or group discussion led section which leads to an independent application. Computing is used for developing models and images of concepts, interactive problem solving and visualisations of mathematics in everyday life.
- **Practice:** children work independently or with teaching staff on the learning objective. The problems set build in difficulty and can be solved in a variety of ways using different, taught, models.
- **Reflect:** this checks the understanding of the concept taught. If a concept is not grasped, then intervention strategies and the support materials for each unit will be used to close the gap.

Each lesson phase provides the means to achieve greater depth, with more-able children being offered rich and sophisticated problems, as well as exploratory, investigative tasks, within the lesson as appropriate. These will include the deepening activities and questions provided for each unit and suitable mastery questions from the maths hub, Enrich or White Rose resources. Children will not be accelerated onto the next year group's curriculum, instead knowledge will be broadened and deepened within the year group's expectations.

## 2.4 Challenge for all children

In all classes, children have a wide range of mathematical abilities. We recognise this fact through our mastery approach where each step is linked by providing suitable learning opportunities for all children where the challenge of the task is matched to the ability of the child. We achieve this through a range of strategies:

- through differentiated interventions using strengthening and deepening activities based on assessment for learning
- paired work
- individual tasks
- open-ended problems or games
- by supporting and developing targeted children or those identified through 'Assess – Plan – Do – Review'

- by ensuring that work is matched to the physical, emotional and behavioural needs of individuals (see Inclusion policy)
- by using guided groups within maths and intervention sessions
- by identifying, planning for and enabling the development of those children working at greater depth

#### 2.5 Threshold concepts: These form the core of our mathematics teaching and learning.

- **To know and use numbers:** This concept involves understanding the number system and how they are used in a wide variety of mathematical ways.
- **To add and subtract:** This concept involves understanding both the concepts and processes of addition and subtraction.
- **To multiply and divide:** This concept involves understanding both the concepts and processes of multiplication and division.
- **To use fractions:** This concept involves understanding the concept of part and whole and ways of calculating using it.
- **To understand the properties of shapes:** This concept involves recognising the names and properties of geometric shapes and angles.
- **To describe position, direction and movement:** This concept involves recognising various types of mathematical movements.
- **To use measures:** This concept involves becoming familiar with a range of measures, devices used for measuring and calculations.
- **To use statistics:** This concept involves interpreting, manipulating and presenting data in various ways.
- **To use algebra:** This concept involves recognising mathematical properties and relationships using symbolic representations.

#### 2.6 Presentation

Mathematics work will be set out in accordance to the school's feedback and presentation policy

#### 2.7 Outdoor maths lessons

We provide opportunities for maths during trips and within other areas of the curriculum such as computing, design technology, geography, history, music, PE and games and science and make use of the outdoor, home and community environments.

## 3. Mathematics curriculum planning

Mathematics planning will be based upon the learning objectives set out in the Pearson Power Maths scheme. This scheme takes a mastery approach to mathematics. It is recommended by HM Government to deliver the 2014 National Curriculum, the aim of which is to achieve the National Curriculum's outcomes for each year group.

Attainment and progress will be tracked and monitored in line with Lutley's assessment procedures (please see section 8).

#### 3.1 Mathematics curriculum planning for all year groups from September 2020

Mathematics is a core subject in the National Curriculum 2014. The Power Maths scheme is set out year-by-year in mathematics. We are required to set out our school curriculum for mathematics on a yearly basis and make this available online.

#### 3.2 How planning is organised

We carry out the curriculum planning in mathematics in three phases (long term, mid-term and short term). The National Curriculum 2014 gives a detailed outline of what we teach in the long term over a key stage phase (Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2), while our yearly teaching programme from the Power Maths scheme of work, identifies the key objectives we teach to in each year group per term and within each lesson. Our medium-term planning is from the scheme and is adapted from the National Curriculum 2014. It gives details of the main teaching objectives for each area of mathematics, and defines what we teach. Through the scheme, we

will ensure an appropriate balance and distribution of work across each term for different areas of mathematics (see section 2).

### 3.4 Daily Planning

Daily planning from the scheme is followed by the class teacher whose responsibility it is to carry out the daily preparation needed to deliver the planning and to utilise the integrated CPD available for each unit of work. The class teacher is expected to deliver and complete the scheme's units on a daily lesson basis following the year group's agreed time table. The unit plans for the teaching of mathematics are based on the year group objectives and the notes and guidance issued for these in the scheme. Unit plans list the specific learning objectives and expected outcomes for each lesson, and give details of how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and maths team, in consultation with SLT, discuss them on both a formal and informal basis. Formal monitoring of mathematical planning and outcomes of learning will take place throughout the year based on the school's monitoring and coaching model.

### 3.5 Challenge and progression through planning

The scheme builds on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we monitor progression through the scheme of work, ensuring that there is an increasing challenge for the children as they move up through the school. Teachers are aware of the maths expectations for the year above and below their own and understand the pedagogical order which underpins their teaching. This ensures that children do not fall below the expectations of their year group and are ready for transition into the year group above. Children falling below this standard will have been identified and interventions carried out to close this gap (see sections 6 and 7).

## 4. Early Years Foundation Stage

### 4.1 A Mastery approach in EYFS

We follow the mastery approach to maths through the use of the Power maths scheme in EYFS. We relate the mathematical aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. We give all the children ample opportunity to develop their understanding of number, measurement, pattern, shape and space, through varied activities that allow them to enjoy, explore, practise and talk confidently about mathematics, both through play and during more formalised group learning. The EYFS team communicate with parents and carers via Google Classroom, where goals are recorded, shared and celebrated.

## 5. Cross-curricular maths

### 5.1 English

- The teaching of English is paramount to children's understanding of mathematics as the importance of oracy and spoken language in pupils' development – linguistically, cognitively and socially – across the whole curriculum underpins their ability to communicate and understand mathematical ideas. Reading, writing, speaking and listening in maths is important because children must comprehend to interpret problems and write with clarity when they explain and present their work to others during lessons.
- Children enjoy stories and rhyme that rely on counting and sequencing. They encounter mathematical vocabulary, graphs and charts when reading non-fiction texts. However, it is important that the precision of language used in maths is recognised and that certain words can have less precise meanings in English (for example: origin, minus or sum).

### 5.2 PHSE

The mastery approach helps children to become increasingly responsible for their own learning. They are encouraged them to work collaboratively and to respect each other's views. We present children with real-life situations such as spending money and telling the time. This supports their social development. We give children the chance to discuss their ideas and results. The study of famous mathematicians around the world contributes to the cultural development of our children.

### 5.3 Skillsbuilder

Following the Skillsbuilder program, maths enhances the ability of children to listen, develop leadership skills, be creative in their reasoning, develop presentation skills and work as a team.

## 5.4 Science

The teaching of maths is directly linked to science as set out in the science National Curriculum 2014. The children are taught the skills of data handling such as analysing and creating graphs, tables and working out averages. Children are taught how to find trends in results and make statements based on a graph including those created on spreadsheets and using other forms of computing. They are taught how to measure and read scales with increasing accuracy from a range of measuring equipment such as thermometers, data loggers and timers.

- In Key Stage 1 the children will record findings using standard units for measurement and complete simple, prepared formats such as tables, charts and tally charts.
- In Lower Key Stage 2 the children will be beginning to make accurate measurements using standard units and will record their findings using bar charts and tables. They will read scales on measuring equipment such as thermometers and timers.
- In Upper Key Stage 2 the children will take measurements using a range of scientific equipment with increasing accuracy and precision. They will record data and results of increasing complexity using scientific classification keys, tables, bar and line graphs, extending to trend and conversion graphs.

## 5.5 Computing

Computing is used to enhance and enrich the teaching of mathematics. Teachers will use software to present information visually and interactively using models and images, so that children understand concepts more quickly. Younger children use devices to communicate results with appropriate mathematical symbols. Older children use it to produce graphs and tables when explaining their results, or when creating repeating patterns, such as tessellations or sequences. When working on control, children can use both standard and non-standard measures for distance and angle. They can also use simulations in coding to identify patterns and relationships. Times Table Rock Stars and e-mail permit collaborative working, while Century uses diagnostic tools to create tailored learning pathways for children to follow to develop their skills. Where such programs are set for homework, quality, equivalent, non-computer based work will be set as an alternative to those who require it.

- In Key Stage 1 children will understand what algorithms are (and how they are implemented as programs on digital devices) and that programs execute by following a sequence of instructions. They will write and test simple program sequences and use logical reasoning to predict the behaviour of simple programs. Children will organise, store, manipulate and retrieve data in a range of digital formats.
- In Key Stage 2 children will design and write programs, use sequences and work with variables. They will use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs. They will describe how internet search engines find and store data. The children will also select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting valid data and information.

## 6 Inclusion

Teachers will set high expectations for all pupils and be aware of the requirements of the equal opportunities legislation that covers gender, race and disability. A minority of pupils will have particular requirements due to Special Educational Needs, disability or learning English as an additional language. We will take account of these requirements and make provision, where necessary, to support this diverse group of pupils. During end of key stage assessments, the school will utilise any special arrangements available to support individual pupils where these are necessary as judged by class teachers in consultation with the school leadership team and parents.

### 6.1 Inclusion and a mastery approach

Through a mastery approach, we teach mathematics to all children, whatever their ability and individual needs. Mathematics forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our maths teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language, and we take all reasonable steps to achieve this.

### 6.2 Monitoring of progress

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively.

Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected outcomes. This ensures that our teaching is matched to the child's needs whilst continuing with a mastery approach. Children not achieving their targets at an expected rate will be highlighted as part of the monitoring cycle from half termly progress data and discussed between the maths team, phase assistant head and the class teacher. Appropriate intervention strategies will then be put in place within the class. If progress does not improve after this point, then further intervention strategies (intervention groups, individualised homework programmes, access to computing programs or apps, group or individual class support for example) will be put into place and a cause for concern will be raised to determine the barriers to learning. Parents will be consulted and informed where this is the case. Assessment, interventions and strategies will be discussed and implemented with the support of the SEND leader, SLT and the maths leader.

### 6.3 Intervention including APDR

Intervention may lead to the creation of an EHCP (Education Health and Care Plan) for children with special educational needs. The EHCP and/or IBP may include, as appropriate, specific targets relating to mathematics. Some children who are not achieving their learning targets at the expected rate may become part of the 'Assess-Plan – Do -Review' programme where parents or carers will be asked to work in partnership with the school to address any barriers to learning which the child may have. Targets will be set to aid children overcome such barriers. These targets may be specifically for maths or have a significant impact on the child's mathematical attainment (such as behaviour or comprehension skills). These targets will then be reviewed with the parents, the SEND leader and the child's class teacher to judge their impact and inform any further intervention strategies (see Inclusion policy).

### 6.4 SEND

Children requiring specific support may be entered onto the schools Special Educational Needs register in consultation with SEND, SLT members and class teachers. Parents and carers will be fully consulted during this process (see Inclusion policy).

### 6.5 Support

TAs will take a full and active role in ensuring that all children are able to access the lesson and all activities within it. They will perform an assessment, monitoring and teaching role within the lesson and help where noted on an EHCP or IBP plan in discussion with the class teacher. All class teachers and TAs will be aware of any child's EHCP or IBP or medical condition where this may have an impact upon the child's learning or well-being.

## 7. Assessment

### 7.1 Assessment for Learning

Using assessment for learning (AfL) teachers will assess children's maths work on a lesson by lesson basis. AfL enables the teacher to adjust their daily teaching in line with the mastery approach and Power Maths lesson progression and is closely aligned to the teaching objective. AfL informs teachers where additional support will be needed in order for a child to grasp a concept taught in that lesson's objective. Support will take the form of a same day intervention by the class teacher or a teaching assistant in discussion with the class teacher. Intervention can also be delivered the next day. Support can be given one to one or in small, guided groups during a lesson or an intervention by the class teacher or teaching assistant as judged necessary by the class teacher. Teaching for mastery requires teachers to be confident about what each child knows and where their misconceptions lie, therefore, practical and effective assessment is vitally important. Formative assessment within Power Maths lessons includes: The Think together: using AfL teachers assess and address misconceptions as a class. For children who continue to struggle, teaching staff will provide support to enable them to move on. Performance in the Practice Books using AfL to identify misconceptions and to address these during the lesson or in intervention. The Reflect section where the depth of understanding can be judged. Teachers will use AfL to review how children performed in this final stage before the next lesson.

### 7.2 End of unit checks

Each unit concludes with a summative check to assess each child's understanding, fluency, reasoning and problem-solving skills. In KS2 this check also contains a SATs-style question This question will be used to inform judgements about whether a child is working consistently at greater depth.

### 7.3 Reflect tasks

The Practice Book contains further opportunities for AfL, and can be completed by children independently to develop articulation of their reasoning using the mathematical vocabulary and sentence stems modelled throughout the unit. Through this and diagnostic questioning teachers will identify both a child's depth of understanding and any misconceptions.

### 7.4 Leadership

The maths team, maths leader, Assistant Head with the strategic responsibility for maths, SLT and the Director of School Improvement will review:

- progression through the Power Maths units of work
- work completed in the Power Maths practice books
- assessment data through moderation (see section 9). Assessment data is reviewed at regular half termly intervals.
- changes to teaching and learning practices actioned through the school improvement plan based on analysis of maths attainment data both national and school based.

### 7.5 Learning Review

Children discuss their progress during Learning Review Week (autumn 1 and 2, spring 2, summer 1 and 2) and are set new targets based on their attainment. Parents and carers view these targets in the child's planner which is updated after a Learning Review Week. Progress is shared with parents and carers during parent evenings and open days (three times a year) and on request of in meetings with teachers in line with the school's data protection policy.

### 7.6 Summative Testing

Summative testing in all year groups will help to inform the class teacher of a child's attainment. Attainment levels consist of:

- working towards: where a child has not attained the required level;
- expected standard: where a child has reached the expected level;
- greater depth: where a child has exceeded the expected level.

Summative testing can take the form of standardised test papers, Power Maths end of unit assessments, end of key stage SATs, year 4 times table checks and EYFS base line assessments. Question level analysis is completed for all termly tests and for year 6 and year 2 practise papers to inform planning and interventions. For a judgement of a child's overall attainment in years 1, 3, 4 and 5 an average is taken of the child's marks for their end of unit check and the child is placed within the band parameters agreed by the Trust. For years 2 and 6, SATs practice papers will also be taken into account.

### 7.7 Times Tables

By Year 4 the expectation is that all children will be able to recall times table facts to 12 x 12 in under 6 seconds. Intervention procedures will be put into place for those children needing support with tables fact recall after this phase. The children will be taught times tables in lessons and assessed using Times Table Rock Stars and a half termly times table test undertaken across Key Stage 2. Data will be collated by the maths leader and reported to SLT and Director of School Improvement. Analysis of the data will be used to action improvements in the teaching and learning of times tables.

### 7.8 Children who do not make expected progress

Concerns for children not achieving in line with their year group expectations as outlined in the National Curriculum 2014, will be raised with the maths leader and phase assistant head in the first instance. If progress continues to fall below one year of the expected standard, then a cause for concern will be raised with the SENCO and the Deputy Head Teacher. Causes for concern will be discussed at a meeting with parents and actions and interventions will be put in place with agreement in the best interests of the child. Initially interventions will take place within Wave 1 teaching practices. Set changes in year 6 will be similarly communicated to parents.

### 7.9 Statutory Testing

Children in Year 2 and Year 6 will take part in formal statutory SATs tests during the summer term, and year 4 will take part in the Times Table Check, if they are able to access the tests (judgements on this will be on-going through assessment procedures and in accordance with the SEND and Inclusion policies). These results will be submitted to, and shared with, the maths team, SLT and the Academy Central Team for analysis. This will be used to inform future

school improvement plans, to raise standards, address issues, inform staff CPD and develop the teaching and learning of maths. Children needing access arrangements for the SATs, due to physical or learning needs, will be identified and the correct access arrangements will be submitted in line with statutory requirements. These access arrangements will be the responsibility of the Assistant Head of phase for Year 5 and 6. This will be done in conjunction with the Deputy and the Headteacher. Parents will be consulted about any decisions affecting their child and contacted by their child's class teacher in the first instance.

## 8 Resources

### 8.1 Working walls and display

Working walls will be used to help the children develop their understanding of different concepts. Teachers will model agreed methods, symbols, mathematical vocabulary and sentence stems placed into context for the learning objective being taught in line with the school's mastery approach and Power Maths models and images. Static displays in all classrooms to aid children's learning, will include resources agreed by the school and appropriate to each key stage phase e.g. calendar days, months, seasons and clock times; times table squares. Displays within the school will be progressive throughout.

### 8.2 Mandatory and optional resources

All classrooms have a wide range of mandatory and non- mandatory resources in order to deliver the Power Maths scheme of work. Unit and lesson plans indicate which mandatory and optional resources should be used in line with a mastery approach and also how they should be used by the teacher and child. Devices (Chrome Books, desktop computers) are available to support mathematical learning using programs such as Times Table Rock Stars and Century.

## 9 Monitoring and review

### 9.1 Role of the maths team

The leading and planning of the mathematics curriculum is the responsibility of the mathematics team, the maths leader and the Assistant Headteacher with responsibility for the strategic overview of the subject. The maths team will:

- support colleagues in their teaching, by keeping informed about current developments in mathematics, and by providing a strategic lead and direction for this subject
- give the Head Teacher an annual summary report in which s/he evaluates the strengths and weaknesses in mathematics, and indicates areas for further improvement
- Contribute to the design of the School Improvement Plan, including its implementation and review
- uses specially allocated regular management time to review evidence of the children's work, conduct pupil interviews and to observe mathematics lessons across the school
- report on and action moderation findings. Moderation of maths will take place in phases across the school. Moderation across the academy will take place over the course of the year as decided upon by the central team of the Hales Valley Academy Trust.
- run and co-ordinate the maths council which develops a pupil voice within the subject and develops the learning of our greater depth children. The council will undertake projects through the year.

### 9.2 Teaching and learning

The quality of teaching and learning and attainment in mathematics is monitored and evaluated by:

- the maths team, the maths leader
- the Assistant Head responsible for the strategic overview of maths
- the Senior Leadership Team
- the Head Teacher
- the Director of School Improvement of the Hales Valley Academy Trust



### 9.3 Role of Governors

A named member of the school's governing body is appointed to oversee the teaching of mathematics. The mathematics governor meets regularly with the SLT to review progress.

### 9.4 Statutory Testing and Internal Assessments

The maths team, SLT and the Director of School Improvement will analyse the SAT results from Years 2 and 6 and the assessment results from Years EYFS, 1, 3, 4, 5, report findings and undertake actions based on those findings which will be communicated to staff.

## 10. Progress and intervention

### 10.1 Monitoring of progress

Progress is monitored every half term and data is placed upon the Integris computer system by the class teacher. Senior leaders will monitor the progress for every child and this information will be shared with the class teacher at a pupil progress meeting. Children who are not making the expected progress will be highlighted and intervention strategies will be put in place for that child. These will then be reviewed at the next data entry point.

### 10.2 Intervention

Intervention will take place based upon assessment procedures where the children are not making sufficient progress. The interventions in place will be shared with parents. Interventions will take the form of individual or small group work with teachers and teaching assistants. These may be during maths lessons, during same day intervention timetables slots, assembly times or in other available time slots throughout the day. Support may also be provided through online programs such as Century or Times Table Rock Stars. Extra practice may be given as part of a child's homework such as the year 6 SATs practise books (within the set homework policy).

## 11 Parental Involvement

### 11.1 Reporting to parents

The school will report to parents and carers about their child's progress in maths during each of two parents' evenings. We will deal with any concerns raised by parents and carers as part of the school's on-going partnership with them and will share with them any concerns which we may have about their child's progress. This will be done in agreement with the class teacher, parents and carers and phase leaders. The school will contact parents about their child's progress in maths between parents' evenings if there is a concern about their child's progress. We will deal with any concerns raised by parents and carers about their child's progress in maths. This will be done in agreement with the class teacher, parents and carers and phase leaders. During Learning Review week, a child's mathematics progress and their next steps, are discussed and agreed with the child. These are then reported to parents in the child's planner and signed by the parent, the teacher and the child. Communication with parents is carried out through the planner which is signed weekly.

### 11.2 Home learning

Homework will be set as according to the school's homework policy and will be based upon the child's needs (see Homework Policy). Where mathematics homework is set for Times Table Rock Stars or any on-line based task, then quality non-computer based homework will be set as an alternative for those without access to appropriate devices. Parents and carers are provided with on-line resources through Google Classroom (or paper based ones where appropriate) for each year group. The technical support team will offer parents advice where it is needed. The school will use Parent Mail to communicate important information with regard to maths such as the date and times of SATs and where to find the calculation and maths policies. The newsletter will be used to pass on other maths information such as Times Table Rock Star battles.

### 11.3 Change in provision

Set changes in Year 6 will be communicated to parents after concerns have been raised about progress and understanding based on assessment procedures. The parents will have been informed about such concerns and interventions as they arise and a change of set will be discussed at a meeting with parents where it is in the best interests of the child's future progress.

### 11.4 Statutory testing

SATs results for year 6 will be reported to parents and carers at the end of the summer term. Year 2 SATs results, and also the Times Table Check for Year 4, will be given to parents upon request. The end of year teacher assessment will be reported to parents and carers in each child's formal end of year reporting to parents and carers.

## 12 Celebration of children's achievements

### 12.1 Celebration

Maths worker of the week is chosen every week by each class teacher in the school and children receive a certificate in class. The Times Table Rock Stars display board will be updated once a month to celebrate the children in KS2 who have improved their scores most over the month. Their names will also go into the newsletter. Regular Rock Star battles will be celebrated with parents and children on the display board and in the newsletter. Excellence boards will be used to celebrate excellent maths work, photographs and awards and will be regularly updated.

## 13 Children working at greater depth

### 13.1 Mastery approach

Children who are working at greater depth will continue to work within their classes. Teaching will focus on broadening and deepening their knowledge throughout a lesson and within a unit, rather than accelerating through the curriculum. Opportunities will be provided by the class teacher using the deepening materials provided by Power Maths and enriched by material from the White Rose Mastery questions and other high quality extensions agreed with the phase leader and the maths leader. Children's parents will be informed if they do not make sufficient progress and appropriate intervention will be put in place.

### 13.2 Maths council

The maths council will be appointed from across the school and have representation from children who are working greater depth. Children in this council will apply their skills creatively to developing maths projects to help them develop their skills further.

### 13.3 Children exceeding greater depth

Where there are children who are mathematically gifted significantly beyond the scope of their year group's mastery curriculum, then, in consultation with parents and carers and the Headteacher, extra provision will be made to enhance and enrich the child's learning and experience of maths. This provision will developed be on case by case basis.

## Review and dissemination

- The policy will be shared with staff
- The policy will be shared with the school's governing body after each review or change
- The policy will be available to parents in hard copy from the school's office on request and will be published on line each year as part of the school's statutory requirements
- This policy will be reviewed at least every two years

**Signed:**

**Date:**