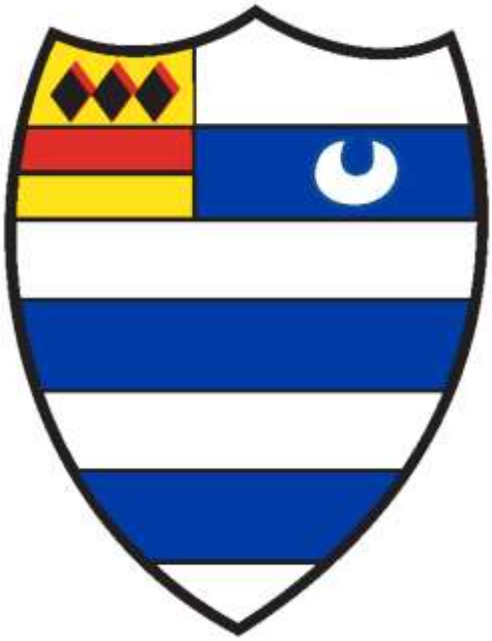
Stanford Junior & Infant School



Policy for Maths
2021

"Living Together,
Learning Together"

Prepared and reviewed by Senior Leadership Team: **January 2018**
Last Review: **July 2021**
Date of next Review: **January 2024**

THE INTENT, IMPLEMENTATION AND IMPACT OF OUR MATHS CURRICULUM

Traditionally, Maths has been taught by memorising key facts and procedures, which tends to lead to superficial understanding that can easily be forgotten. At Stanford, we believe that children should be able to select which mathematical approach is most effective in different scenarios. All pupils can achieve in mathematics! There is no such thing as a 'Maths person', that is the belief that some pupils can do maths and others cannot. A typical Maths lesson will provide the opportunity for **all** children, regardless of their ability, to work through Fluency, Reasoning AND Problem Solving activities.

INTENT

Maths is a journey and long-term goal, achieved through exploration, clarification, practice and application over time. At each stage of learning, children should be able to demonstrate a deep, conceptual understanding of the topic and be able to build on this over time.

There are 3 levels of learning:

- **Shallow learning:** surface, temporary, often lost
- **Deep learning:** it sticks, can be recalled and used
- **Deepest learning:** can be transferred and applied in different contexts

The deep and deepest levels are what we are aiming for by teaching maths using the Mastery approach.

IMPLEMENTATION

Multiple representations for all! Concrete, pictorial, abstract Objects, pictures, words, numbers and symbols are everywhere. The mastery approach incorporates all of these to help children explore and demonstrate mathematical ideas, enrich their learning experience and deepen understanding. Together, these elements help cement knowledge so pupils truly understand what they've learnt.

All pupils, when introduced to a key new concept, should have the opportunity to build competency in this topic by taking this approach. Pupils are encouraged to physically represent mathematical concepts. Objects and pictures are used to demonstrate and visualise abstract ideas, alongside numbers and symbols.

Concrete – children have the opportunity to use concrete objects and manipulatives to help them understand and explain what they are doing.

Pictorial – children then build on this concrete approach by using pictorial representations, which can then be used to reason and solve problems.

Abstract – With the foundations firmly laid, children can move to an abstract approach using numbers and key concepts with confidence.

IMPACT

- Quick recall of facts and procedures
- The flexibility and fluidity to move between different contexts and representations of mathematics.
- The ability to recognise relationships and make connections in mathematics

A mathematical concept or skill has been *mastered* when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations.

RATIONALE

Mathematics has an important role in the whole curriculum. Mathematics is a creative and highly interconnected discipline that has been developed over centuries. A high quality in education in maths therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power or mathematics, and a sense of enjoyment and curiosity about the subject. It is a means of communication where children must gain experience in transferring mathematical skills across all curriculum areas and to be aware of the relevance of using and applying mathematics in everyday life. Mathematics teaches children how to make sense of the world around them through developing their ability to calculate reason and solve problems.

The National Curriculum for mathematics (2014) describes in detail what pupils must learn in each year group. Combined with our Calculation Policy, this ensures continuity, progression and high expectations for attainment in mathematics.

It is vital that a positive attitude towards mathematics is encouraged amongst all of our pupils in order to foster confidence and achievement in a skill that is essential in our society. At Stanford we use the National Curriculum for Mathematics (2014) as the basis of our mathematics programme. We are committed to ensuring that all pupils achieve deeper learning in the key concepts of mathematics, appropriate for their age group, in order that they make genuine progress and avoid gaps in their understanding that provide barriers to learning as they move through education. Assessment for Learning, an emphasis on using and applying, problem solving, the development of mathematical thinking and development of teacher subject knowledge are therefore essential components of the approach to this subject.

AIMS

- To foster a positive attitude to mathematics as an interesting and attractive part of the curriculum.
- To develop the ability to think clearly and logically, with confidence, flexibility and independence of thought.
- To develop a deeper understanding of mathematics through a process of enquiry and investigation.

- To develop an understanding of the connectivity of patterns and relationships within mathematics.
- To develop the ability to apply knowledge, skills and ideas in real life contexts outside the classroom, and become aware of the uses of mathematics in the wider world.
- To develop the ability to use mathematics as a means of communicating ideas.
- To develop an ability and inclination to work both alone and cooperatively to solve mathematical problems.
- To develop personal qualities such as perseverance, independent thinking, cooperation and self-confidence through a sense of achievement and success.
- To develop an appreciation of the creative aspects of mathematics and an awareness of its aesthetic appeal.

PURPOSE

To develop every child's potential in mathematics and to ensure that tasks are achievable and appropriate to the needs of the individual in order that they can acquire success. To develop a positive attitude towards maths, increase confidence, understanding and enjoyment. This can be achieved through exploration of number patterns and their relationships, reasoning and using and applying maths to real situations across the curriculum. Children need to develop their mental ability so that the basic facts can be used quickly and efficiently. In solving problems, children should be encouraged to be creative, logical and systematic in thought. Maths is a further tool to develop personal qualities of independence and cooperation.

AIMS:

The National Curriculum for mathematics aims to ensure that all pupils:

- 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.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **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.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. Pupils should apply their mathematical knowledge and skills through deeper learning across other subjects.

ROLE OF SUBJECT LEADER

Strategic direction

- Raising the profile of maths in the whole school
- Setting targets and creating an action plan for SDP
- Inputting and consulting on the school's maths and whole school joint marking policy
- Involving parents/ carers and community members and engaging them in Maths when necessary

- Collaboration and sharing examples of good practice with other schools.
- Timetabling, and ensuring that all necessary and important math areas are covered throughout the school year
- Working with the senior leadership team (SLT) to look at data, such as progress and expectations data, and making sure that progress is on track

Leading the curriculum

- Formulating the calculation policy and sharing information with pupils and staff. The calculation policy explains how pupils should set out their working when making calculations
- Attending relevant continuing professional development (CPD) courses to keep up to date with latest curriculum changes. The subject leader then passes on information to the wider school team via meetings, inset days etc

Leading and managing staff

- Monitoring of Pupils' books and teaching of lessons
- Supporting staff, especially newly qualified teachers (NQTs)
- Assessing levels of knowledge among staff and deciding if training is needed
- Finding a way to meet staff subject training needs when necessary, such as meetings or training sessions

Efficient and effective deployment of resources

- Looking for and sharing resources (such as apps, websites, software and teacher-made resources) among the school staff
- Organising the department's resources

TEACHING AND LEARNING- A 'MASTERY' APPROACH

The teaching and learning of mathematics at Stanford Junior and Infant School should include aspects of the following Mastery approach strategies in every lesson and/or over a series of lessons:

'Concrete, pictorial, abstract (CPA) is a highly effective approach to teaching that develops a deep and sustainable understanding of maths.' (Maths - no problem!)

CONCRETE

Concrete is the "doing" stage, using concrete objects to model problems. Instead of the traditional method of mathematics teaching, where a teacher demonstrates how to solve a problem, the CPA approach brings concepts to life by allowing pupils to experience and handle physical objects

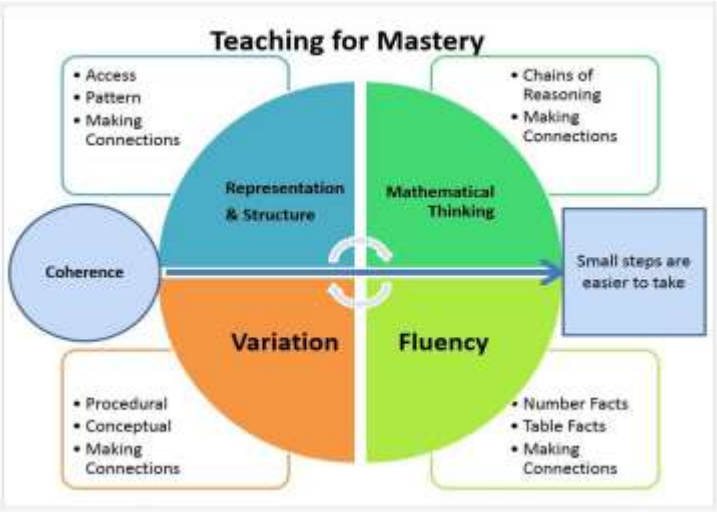
themselves. Every new abstract concept is learned first with a "concrete" or physical experience. For example, if a problem is about adding up four baskets of fruit, the pupils might first handle actual fruit before progressing to handling counters or cubes which are used to represent the fruit.

PICTORIAL

Pictorial is the "seeing" stage, using representations of the objects to model problems. This stage encourages pupils to make a mental connection between the physical object and abstract levels of understanding by drawing or looking at pictures, circles, diagrams or models which represent the objects in the problem. Building or drawing a model makes it easier for pupils to grasp concepts they traditionally find more difficult, such as fractions, as it helps them visualise the problem and make it more accessible.

ABSTRACT

Abstract is the "symbolic" stage, where pupils are able to use abstract symbols to model problems (Hauser). Only once a child has demonstrated that they have a solid understanding of the "concrete" and "pictorial" representations of the problem, can the teacher introduce the more "abstract" concept, such as mathematical symbols. Pupils are introduced to the concept at a symbolic level, using only numbers, notation, and mathematical symbols, for example +, –, x, / to indicate addition, subtraction, multiplication, or division.



WHAT IS FLUENCY?

Fluency comes from deep knowledge and practice. This is the first stage of pupils' understanding.

Fluency includes: conceptual understanding, accuracy, rapid recall, retention and practice

Accuracy – Pupils carefully completing calculations with no or few careless errors.

Pace – Pupils are able to quickly recall the appropriate strategy to solve the calculation and progress through a number of questions at an age appropriate pace.

Retention – Pupils will be able to retain their knowledge and understanding on a separate occasion to when the concept was first introduced.

The key to fluency is deep knowledge and practice and making connections at the right time for a child.

WHAT IS REASONING?

Verbal reasoning demonstrates that pupils understand the mathematics. Talk is an integral part of mastery as it encourages students to reason, justify and explain their thinking. This is tricky for many teachers who are not used to focusing on verbal reasoning in their mathematics lessons. You might, for example, get young learners to voice their thought processes. Older students could take part in class debates, giving them the space to challenge their peers using logical reasoning.

MATHEMATICAL TALK

A mastery classroom should never be a quiet classroom. The way pupils speak and write about mathematics transforms their learning. Mastery approaches use a carefully sequenced, structured approach to introduce and reinforce mathematical vocabulary.

To encourage talk in mathematics, teachers may introduce concepts by including sentence structures (stem sentences). Pupils should be able to say not just what the answer is, but how they know it's right. This is key to building mathematical language and reasoning skills. This gives pupils the confidence to communicate their ideas clearly, before writing them down.

Example Stem Sentences:
The denominator is 5 because the whole has been divided into 5 equal parts.
The numerator is 3 because 3 equal parts have been shaded/circled.

Teachers then maintain a high expectation upon pupils to repeat and use the correct mathematical vocabulary to explain their understanding verbally and in their reflection comments. By also displaying the vocabulary during the lesson, pupils will be able to use this independently.

When questioning and encouraging mathematical talk, teachers should provide regular, purposeful opportunities. For example:

- Show me how to complete the calculation
- Teach your friend how to complete the calculation
- How do you know which operation to use?
- Why have you chosen this method? - How else can you represent this number?
- What have you learnt today?
- True or False
- Odd one out - Sometimes, always, Never

WHAT IS PROBLEM SOLVING?

Mathematical problem solving is at the heart of the Mastery Approach. Pupils are encouraged to identify, understand and apply relevant mathematical principles and make connections between

different ideas. This builds the skills needed to tackle new problems, rather than simply repeating routines without a secure understanding.

Mathematical concepts are explored in a variety of representations and problem-solving contexts to give pupils a richer and deeper learning experience. Pupils combine different concepts to solve complex problems, and apply knowledge to real-life situations. Through problem solving, pupils are required to select their mathematical knowledge and apply this to a new concept.

Problem solving is more than just word problems but the RUCSAC approach could be applied to this style of question:

1) Read / look at the problem
2) Understand the problem by underlining or discussing: What is the problem about?
3) Choose – Choose the operation required, the number facts or the approach.
4) Solve – Solve the problem by completing jottings on the page
5) Answer – complete the answer to the problem
6) Check – have I correctly answered the given problem or is there another step?

SCHEMES OF WORK

At Stanford Junior and Infant School, Teachers in FS-Year 6 follow the White Rose Planning. This provides the yearly overview and Medium Term planning for each year group.

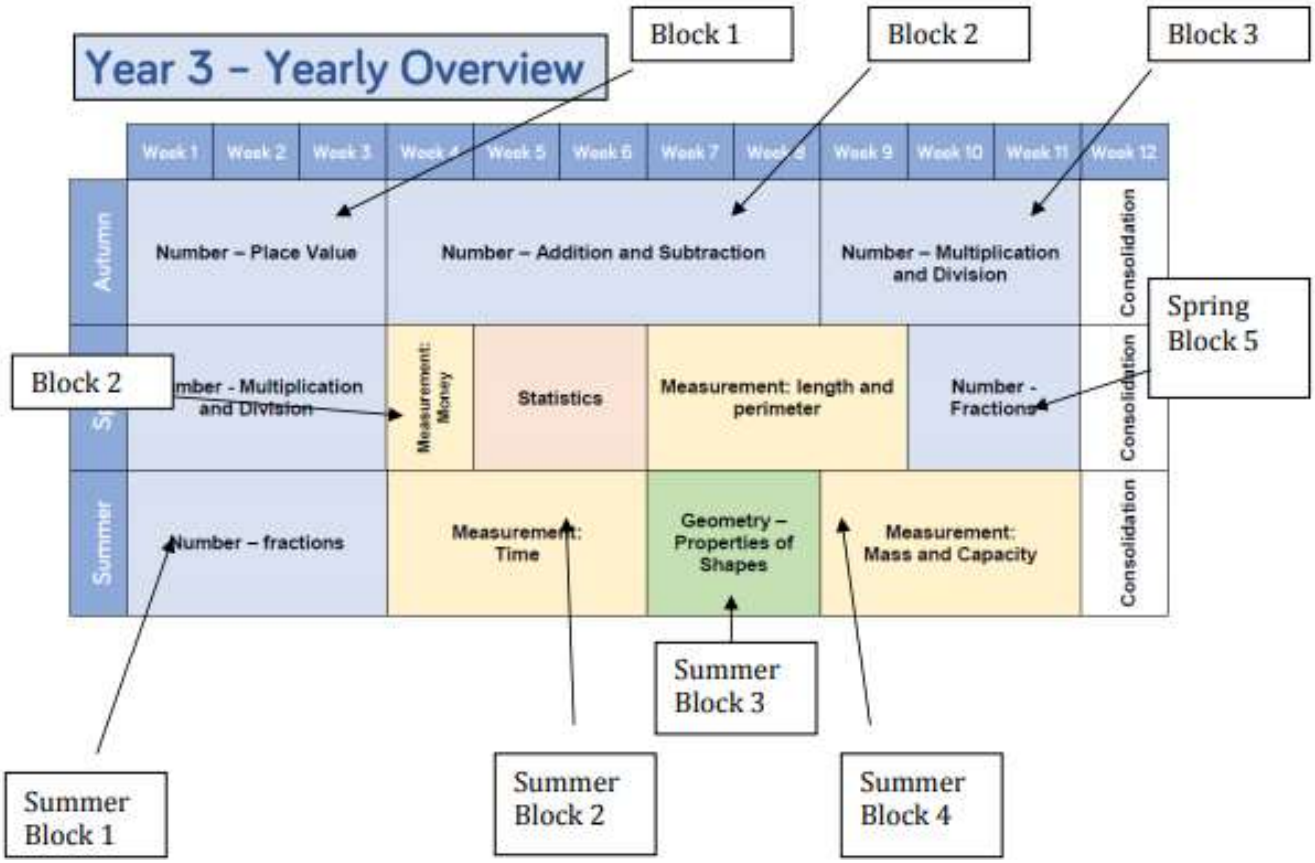
NUMBER

A large proportion of time is spent reinforcing number to build competency and fluency. Number is usually at the heart of any primary mastery scheme of learning, with more time devoted to this than other areas of mathematics. It is important that pupils secure these key foundations of mathematics before being introduced to more difficult concepts.

This increased focus on number will allow pupils to explore the concepts in more detail and secure a deeper understanding. Key number skills are fed through the rest of the scheme so that students become increasingly fluent.

Planning should aim for all pupils to master the age group expectations of the National Curriculum by including rich, deep activities. Rapid graspers should not be accelerated through concepts, instead they should complete Challenge questions from NCETM, White Rose etc.

The yearly overview provides a Long Term Plan and is arranged into 'Blocks'

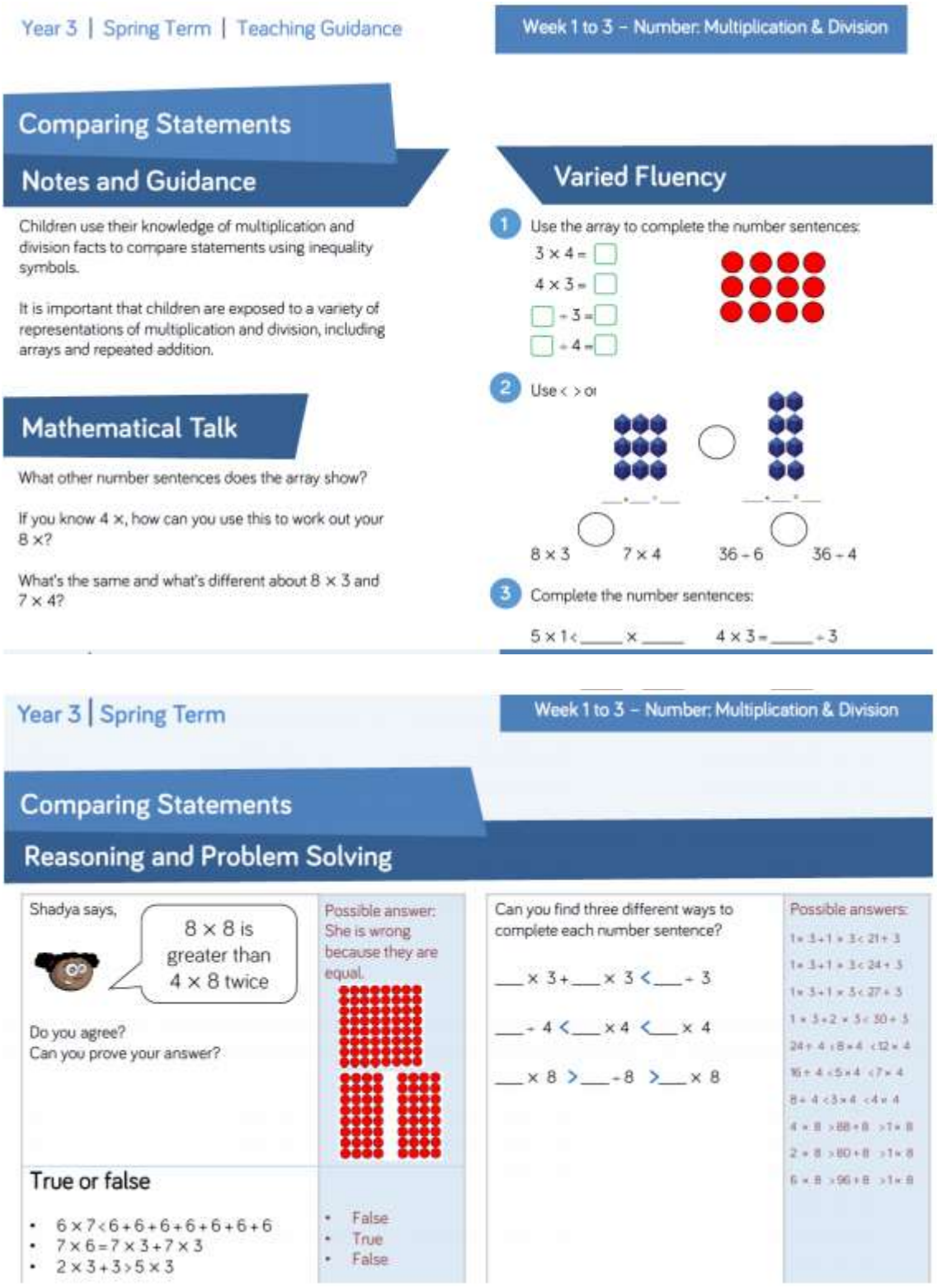


Each term, the Learning Objectives are listed and are time related to ensure coverage and pace

Year 3 – Spring Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number – multiplication and division Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which *n* objects are connected to *m* objectives.			Measurement – money Add and subtract amounts of money to give change, using both £ and p in practical contexts.	Statistics Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.		Measurement – length and perimeter Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2D shapes.			Number – fractions Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Solve problems that involve all of the above.		Consolidation

Within the planning documents, there are notes and guidance, Mathematical Talk (including stem sentences) and examples of how to show varied fluency, reasoning and problem solving.



Year 3 | Spring Term | Teaching Guidance

Week 1 to 3 – Number: Multiplication & Division

Comparing Statements

Notes and Guidance

Children use their knowledge of multiplication and division facts to compare statements using inequality symbols.

It is important that children are exposed to a variety of representations of multiplication and division, including arrays and repeated addition.

Mathematical Talk

What other number sentences does the array show?

If you know 4 ×, how can you use this to work out your 8 ×?

What's the same and what's different about 8 × 3 and 7 × 4?

Varied Fluency

1 Use the array to complete the number sentences:

3 × 4 = ☐

4 × 3 = ☐

☐ ÷ 3 = ☐

☐ ÷ 4 = ☐

2 Use < > or =

8 × 3 ○ 7 × 4

36 – 6 ○ 36 – 4

3 Complete the number sentences:

5 × 1 < ____ × ____

4 × 3 = ____ ÷ 3

Year 3 | Spring Term

Week 1 to 3 – Number: Multiplication & Division

Comparing Statements

Reasoning and Problem Solving

Shadya says,

8 × 8 is greater than 4 × 8 twice

Do you agree?
Can you prove your answer?

Possible answer:
She is wrong because they are equal.

True or false

- 6 × 7 < 6 + 6 + 6 + 6 + 6 + 6 + 6
- 7 × 6 = 7 × 3 + 7 × 3
- 2 × 3 + 3 > 5 × 3

- False
- True
- False

Can you find three different ways to complete each number sentence?

___ × 3 + ___ × 3 < ___ ÷ 3

___ ÷ 4 < ___ × 4 < ___ × 4

___ × 8 > ___ ÷ 8 > ___ × 8

Possible answers:

1 × 3 + 1 × 3 < 21 ÷ 3

1 × 3 + 1 × 3 < 24 ÷ 3

1 × 3 + 1 × 3 < 27 ÷ 3

1 × 3 + 2 × 3 < 30 ÷ 3

24 ÷ 4 < 8 × 4 < 12 × 4

16 ÷ 4 < 5 × 4 < 7 × 4

8 ÷ 4 < 3 × 4 < 4 × 4

4 × 8 > 8 ÷ 8 > 1 × 8

2 × 8 > 8 ÷ 8 > 1 × 8

6 × 8 > 96 ÷ 8 > 1 × 8

A range of these questions can be completed by pupils as appropriate and evident in the pupils' mathematics books.

TIMES TABLES

Times Tables are a mathematics 'Non-negotiable' and must be taught and then practised. TT Rockstars is available for the practice of times tables and are saved in the Naths folder on staff shared drive.

We teach times tables using the following progression:
Year 1 – Be able to count in multiples of twos, fives and tens
Year 2 - Be able to recall 2, 5 and 10 multiplication and division facts
Year 3 - Be able to recall 3, 4 and 8 multiplication and division facts
Year 4 - Be able to recall 6, 7 and 9 multiplication and division facts
Year 5/6 - application of multiplication and division facts to problem solving

NB: All times tables to be learnt up to 12 x 12

From 2019/2020 Year 4 pupils will take an online Times Table test* which will be a timed assessment testing their speed of recall for multiplication and division facts.

TT ROCKSTARS

TT Rockstars is an initiative for Year 2 – 6. It is a fun way to practise times tables. In school, awards are given for pupils who participate and make progress on TT Rockstars. A leaderboard is displayed in the Hall and updated each week.

*The 'Sound Check' programme on TT Rockstars follows the exact structure of the 2020 Year 4 Times Table Test.

Pupils are expected to log onto TT Rockstars at home for 15 minutes per week.

In school, pupils may complete the TT Rockstars Paper worksheets 3-5 times per week. Each worksheet is timed and takes 3 minutes and the results are recorded within teacher records. At the start of the year, a baseline test is completed and then repeated at the end of the programme.

Once a month, each teacher should book the school iPads/Laptops to spend up to 30 minutes on TT Rockstars so that the pupils (and teachers) can compete against each other and to keep motivation high.

A full guide to TT Rockstars can be found on the website. Mrs Clair Smith (Mathematics Subject Leader) will set up all of the teacher and pupil accounts and will support teachers with using the website.

RESOURCES

When resourcing and planning using the White Rose Planning, teachers to also choose resources which complement it and follow the Mastery Approach: Concrete, Pictorial and Abstract. Teachers have the flexibility to choose resources they feel are most effective to support the needs of all

learners (differentiation) and ensure they achieve the aims of fluency, reasoning and problem solving.

Resources are kept online, in classrooms and in the resources cupboard

- A range of 'Concrete' manipulates e.g. fraction walls, counting beads, place value counters etc.
- Busy Ant Text Books
- NCETM website
- MyMiniMaths website
- NRich
- Twinkl website

ASSESSMENT

Assessment will be regular (formative and summative) and used to inform planning and to make the Teacher Assessment judgements at the end of each term.

Assessment of children's progress will be made to evaluate progress against the key areas of:

- Number and place value
- Addition, subtraction, multiplication and division
- Fractions and decimals
- Measurement
- Geometry- shapes and position
- Statistics- ratio, proportion and algebra (Not Year 1)

In the Foundation Stage the areas are:

- Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

- Mathematics ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;

- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns
Children at the expected level of development will:
- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Our data system, OTrack is used to record and monitor pupils progress and ensure that children achieve age related expectations. We use the assessment measures of: Emerging, Developing, Secure, (E, D, S) which is very transparent when examining a child's current attainment. It is easy to recognise where a child's learning sits in the New National Curriculum and how far ahead, on target or behind the child's learning is from their peers.

The White Rose assessment tasks are used at the start and end of an area of learning so progress can be clearly shown and identified in children's books and then used to assess pupils progress using OTrack.

BROAD GUIDELINES

- Maths will be taught on a daily basis throughout the school and children will use and apply mathematical skills across other subjects to deepen learning.
- The Key Objectives will be used as the long term plan. Medium and short term plans will be derived from this to meet the children's needs.
- In order to appreciate the relevance of maths, children will experience mathematical activities across the curriculum.
- They will be taught mathematical language within the practical and written context and should use the correct mathematical terms wherever possible.
- They will be taught a variety of strategies to enable them to achieve enjoyment and success.
- The school has a range of book and worksheet resources which can be drawn on for practice and reinforcement- Busy Ant, White Rose Maths and NCETM Mastery documents.
- Written work will be presented neatly. Where errors do occur children will be taught that it is valuable to learn from these using our pink for think marking policy.
- Self-correction will be done by putting a small cross and re-writing the jotting or sum at the side or underneath, then highlighting this using a yellow highlighter.
- Children will be encouraged to work practically prior to recording in order to underpin future understanding of the subject, using the multi- sensory resource Numicon.

NUMICON

Based on a proven concrete-pictorial-abstract approach, *Numicon* encourages children to explore maths using structured imagery and apparatus in order to understand and explain mathematical concepts:

- Gives children **confidence** through demonstrating how and why they arrived at their answer
- Easily assess **understanding** by watching and listening to what children do and say
- **Flexibility** to use alongside existing resources, or as a complete maths programme
- **Professional development** to suit the needs of your school and staff

INCLUSION

As a school we support and welcome diversity amongst all learners. Our inclusive education is aimed at eliminating the social exclusion that can be a consequence of responses to diversity in race, social class, ethnicity, religion, gender and ability. In consultation with all interested and appropriate persons, individual or group programmes for learning will be provided as required. It is recognised that some children may have a medical condition preventing the use of some elements of Maths or a particular piece of equipment. Close liaison with parent/carers will be maintained.

PREVENT DUTY STATEMENT

On 1 July 2015 the Prevent duty (section 26) of The Counter-Terrorism and Security Act 2015 came into force. This duty places the responsibility on local authorities and schools to have due regard to the need to prevent people from being drawn into terrorism.

Stanford Junior and Infants School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is as important as safeguarding against any other vulnerability.

All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We believe that children should be given the opportunity to explore diversity and understand Britain as a multi-cultural society; everyone should be treated with respect whatever their race, gender, sexuality, religious belief, special need, or disability.

As part of our commitment to safeguarding and child protection we fully support the government's Prevent Strategy and endeavour to uphold its principles through the teaching of Maths.

FGM/ FEMALE CIRCUMCISION & CUTTING

It has been estimated that over 20,000 girls under the age of 15 are at risk of FGM in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. Female genital mutilation (FGM) is a growing cause of concern in schools.

FGM is child abuse and a form of violence against women and girls, and therefore it is dealt with as part of existing child and adult safeguarding/protection structures, policies and procedures. It is illegal in the UK to subject a child to female genital mutilation (FGM) or to take a child abroad to undergo the procedure – Female Genital Mutilation Act 2003. Despite the harm it causes, FGM practising communities consider it normal to protect their cultural identity. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The average age is 10 to 12 years.

Any female child born to a woman or has a sister who has been subjected to FGM will be considered to be at risk, as much as other female children in the extended family. Any information or concern that a child is at risk of FGM will result in a child protection referral to Multi Agency Support Hub.

HEALTH AND SAFETY

All offsite activities will require the class teacher to perform a risk assessment.

The School Policy for Health and Safety will be integrated into Maths teaching. Class Teachers and Teaching Assistants will check equipment regularly and report any damage, taking defective equipment out of action. A simple risk assessment will be carried out for all practical activities any perceived hazards will be reported to the Head who will determine the appropriateness of said activity.

CONCLUSION

This policy embodies the principles of our school Vision Statement. Every child should experience the joy of learning that maths can provide, fostering a willingness to persevere when faced with new challenges. Mathematics, when taught well, can develop children's self-confidence as independent learners and help them to mature socially and emotionally.

EVALUATION AND REVIEW

There is a regular review of this policy, which will reflect the continual monitoring of Maths throughout the school and which will take into account any recent developments educational policy.

Signed By

Chair of Governors: **Date: July 2021 by email**

Headteacher: **Date: July 2021 by email**

Review Date	Amendments	Approved Date
January 2018	Policy Written	January 2018
July 2021	Policy Review	July 2021 by email