

Mission Statement

Moorgate Primary Academy sees itself as at the heart of the community. We provide children with an enriched curriculum and extended opportunities to thrive and develop them into lifelong learners. This is encapsulated in our academy vision: Achieve, Challenge, Enjoy!

Purpose

The purpose of this policy is to describe our practice in Mathematics at Moorgate Primary Academy and the principles upon which this is based.

Why do we teach Mathematics?

Mathematics equips pupils with a uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem-solving skills, fluency and the ability to think in abstract ways.

Mathematics is important in everyday life, many forms of employment, science and technology, medicine, the economy, the environment and in public decision-making. Different cultures have contributed to the development and application of mathematics. Today, the subject transcends cultural boundaries and its importance is universally recognised. Mathematics is a creative discipline. It can stimulate moments of pleasure and wonder when a pupil solves a problem for the first time, discovers a more elegant solution to that problem, or suddenly sees hidden connections.

General principles

Mathematics will be taught to all pupils throughout the Academy through an age related curriculum. It will be taught as a single subject and will also be incorporated into our topics through cross-curricular work.

The Academy Equal Opportunities Policy applies to the teaching of Mathematics, as to all other subjects. All pupils will be encouraged to understand the importance of Mathematics as a key skill required for future life and will be expected to work to the limit of their abilities.

Aims

Mathematics is a tool for life. To function in society, we all need to be able to communicate mathematically. We aim to ensure that our children leave the academy with high standards of mathematics as well as literacy.

In our teaching of mathematics at Moorgate, we aim 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.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- solve problems by applying 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.

Planning and Delivery

At least one hour and 15 minutes a day is spent on mathematical activity. These activities are concerned with fulfilling and extending the requirements of the National Curriculum for Mathematics. Teachers follow the guidance

set out in the Power Maths handbooks. The activities may be taught to whole classes, year groups or ability groups. Teachers also follow a long term overview for the teaching and learning of common maths facts for each Year group.

The planning format is standardised through the academy and is completed every week. Planning is monitored by the senior leadership team on a proportionate timetable.

All the children will have opportunities to:

- work at their own ability level.
- work in pairs and in small and large groups.
- work in the areas of number, calculation,, fractions, geometry, statistics and measure.
- use a wide range of mathematical resources to support and develop their learning.
- rehearse mental arithmetic strategies and skills on a daily basis.

The tasks or activities:

- will bring together different areas of mathematics and links to topics being taught.
- will be balanced between those which develop knowledge, skills and understanding, and those which develop the ability to tackle practical problems.
- will constantly promote the use of mental calculation.
- encourage confidence in the use of mathematical tools.
- will involve both independent and co-operative work.
- will be both of the kind that have exact results/answers and those that have many possible outcomes.
- will encourage a positive attitude and enjoyment of mathematics.
- will be balanced between different modes of learning:
 - listening/looking (understanding explanations, instructions, questions, answers)
 - reading (using textbooks, work-sheets, reference books; comparing methods or solutions)
 - writing (making jottings, pencil and paper calculations, drawing sketches and diagrams, recording results; reporting on an investigation)
 - talking (oral work, describing, reporting, explaining, clarifying ideas, giving examples, predicting, questioning, discussion with teacher and-peers)
 - reflecting (considering approaches to problems, thinking about own work in relation to what has already been learned)
 - carrying out practical work (sorting, counting, measuring, constructing models, making a survey, etc.)
 - observing (spotting patterns, watching what is happening, noting similarities or differences, looking for consistencies or inconsistencies.)drafting (plotting a series of steps needed for a particular assignment)
- should help children to develop their personal qualities, including:
 - ❖ motivation and willingness to 'have a go'
 - ❖ flexibility and creative thinking
 - ❖ perseverance, reliability and accuracy
 - ❖ willingness to check, control and improve their own work
 - ❖ independence of thought and action
 - ❖ ability to co-operate within a group
 - ❖ systematic work habits
 - ❖ expectation to use a known fact to help work out unknown facts

Mathematics is used in other curriculum areas wherever possible or appropriate. This helps to expand and consolidate mathematical concepts and using maths in a purposeful way in everyday contexts helps the children to realise that mathematics is important in the real world.

A clear calculation policy is in place that shows the Academy journey through mental and written methods for the four operations. This is compatible with the 2014 National Curriculum.

Medium Term Planning

Teachers are supported with medium term planning outlined in the Power Maths handbooks. At the heart of our Maths is a clearly structured teaching and learning process that helps us to make certain that every child masters each maths concept securely and deeply. For each year group, the curriculum is broken down into core concepts, taught in units. A unit divides into smaller learning steps – lessons, this allows strong foundations of cumulative knowledge and understanding to be built.

This scheme provide teachers with exemplification for maths objectives and is broken down into fluency, reasoning and problem solving - the key aims of the National Curriculum. It supports a mastery approach to teaching and learning and has number at its heart. Power Maths ensures that teachers teach within focus year group and support the idea of depth before breadth. It also provides plenty of time to build reasoning and problem solving elements into the curriculum

Short-term planning

- A standard pro-forma has been introduced and is used by staff to plan learning over a series of lessons.
- These plans must include learning challenges, success criteria, outline activities for a review, whole class teaching focus, key vocabulary and STEM sentences.
- Planning clearly shows which group the teacher will be focusing on each day and which group will be supported by the Learning Support Assistant.
- Each lesson is scaffolded with Textbook and Practice Book activities and always begins with a Power Up activity (available via online subscription).
- Power Maths supports teachers to identify lesson by lesson what concepts are to be taught. The Teacher Guide offers lots of support for you to get the most from every child in every lesson. As well as highlighting key points, tricky areas and how to handle them, you will also find question prompts to check on understanding and clarification on why particular activities and questions are used.
- Alongside the support of the teacher guide, teachers adapt planning further, whether this be to scaffold learning or to challenge children working at greater depth.

Cross- curricular links

Mathematics is taught mainly as a separate subject but every effort is made to link maths with other areas of the curriculum. We try and identify the mathematical possibilities across the curriculum at the planning stage when beginning a new topic. We also draw children's attention to the links between maths and other curricular work so children see that maths is not an isolated subject.

Classroom Organisation and Expectations

Classroom organisation for mathematics will be such that the children are encouraged to show independence in choosing the resources/materials needed for a task and to promote self-motivation/organisation.

We:

- ensure the environment is stimulating and supportive
- create challenging activities in which children can experience success
- value the achievement of each child

- build upon the knowledge and skills which children have gained formally and informally
- organise both collaborative and individual activities
- make clear to the children the purpose and relevance of any mathematical activity
- keep records of the children's progress and achievements and set realistic targets for each individual
- Ensure that appropriate intervention is provided for individual/ groups of children who need further support in any area of mathematics.
- encourage independent use of a variety of apparatus and equipment
- use maths in cross-curricular topics wherever appropriate
- value the contributions made to mathematics by all cultures, both nowadays and in the past
- help children reflect on each new experience
- stress the importance of, and encourage the use of, mental calculation as a first resort to any problem
- ensure children meet the same mathematical ideas in a wide variety of contexts
- rehearse skills and strategies daily

Pupils with special educational needs and learning passports

Teachers will include all pupils fully in their daily mathematics lessons. All children benefit from the emphasis on oral and mental work and participating in watching and listening to other children demonstrating and explaining their methods. However, a pupil whose difficulties are severe or complex may need to be supported with an individualised programme in the main part of the lesson. This should be clearly shown in the targets on a particular child's learning passport.

Organisation of Lessons

Organisation of maths lessons should be flexible to best meet the learning requirements of the children. All lessons have a learning challenge and success criteria that have been shared and agreed with the children.

The learning challenge is the focal point of the whole lesson; continually referred to by the teacher at each stage. The success criteria are the steps needed for the children to achieve the learning challenge and they form the 'journey' of the lesson, with each one referred to at the appropriate stage.

A typical lesson structure:

- ◆ **Fluency (15 mins)**
This involves the children learning / revisiting / applying knowledge of the multiplication table they are currently learning. Staff have developed an overview of key maths facts that the children need to know in order to be secure in the aims of the national curriculum. This guides the planning for the fluency sessions. Key facts are represented alongside concrete and pictorial representations so that the children can make links to the numbers.
- ◆ **Review / Power Up (about 10 minutes)**
Each lesson begins with a Power Up or retrieval activity which supports fluency in times-tables, number bonds and working with place value.
- ◆ **The main teaching activity (about 30 to 40 minutes)**
The lesson will begin by sharing a real-life scenario in the Discover section of our lessons, this is then followed by a share, this is a teacher-led section following on from the Discover activity and highlights the variety of methods that can be used to solve a single problem. Children will work in groups on the carpet or at tables, using their textbooks or eBooks.

◆ Reflect (about 5 minutes)

The Reflect section is the opportunity to check how deeply the children understand the learning from the lesson.

99 Club

The 99 Club is a mental-oral starter at Moorgate Primary Academy which aims to raise standards in maths through encouraging pupils to improve their mental calculations when attempting quick-fire multiplication and division problems.

The idea is that with repeated practice, the scheme should result in increased speed and confidence when tackling mental maths problems without relying on written workings and methods.

All pupils will begin at the 11 Club and work their way up, having up to three opportunities per week during the start of one of their maths lessons to answer all calculations at their current level unaided and within the allotted time.

If all of the calculations are answered correctly twice in a row, the child moves up to the next level!

The initial 11 Club involves eleven problems which involve doubling numbers up to ten ie. $5+5$, $8+8$. The 22 Club then adds eleven further questions involving repeated addition for numbers from one to ten ie. $3+3+3+3$, $5+5+5+5+5$, while the 33 Club begins to introduce times tables.

Division facts are added by the time a pupil reaches the 33 Club, and in the 88 Club and 99 Club, pupils will be tackling a range of mixed multiplication and division problems.

The full breakdown of The 99 Club levels is as follows:

11 Club - 11 questions involving doubling numbers from one to ten

22 Club - 22 questions involving repeated addition of numbers from one to ten

33 Club - 33 questions introducing the 2x, 3x, 5x and 10x tables

44 Club - 44 questions adding the 1x, 4x and 6x tables

55 Club - 55 questions adding the 7x and 8x tables

66 Club - 66 questions adding the 9x, 11x and 12x tables

77 Club - 77 questions consisting of inverse division facts

88 Club - 88 questions of mixed multiplication and division facts

99 Club - 99 questions of mixed multiplication and division facts

The ultimate challenge is to complete all 99 questions of the 99 Club unaided, with no errors and within five minutes!

Times Table Rockstars

In Year 4, pupils take the Multiplication Tables Check (MTC), a statutory assessment designed to determine whether they can fluently recall their multiplication tables up to 12×12 . Regular practice and rapid recall are key to success in this check, which consists of 25 timed questions. To support pupils in preparing for the MTC, the school uses *Times Table Rockstars* (TTRS), an engaging and adaptive platform that promotes regular, targeted times tables practice in a fun and competitive format. TTRS allows teachers to monitor progress and identify pupils who require further support. Results from the MTC, alongside ongoing TTRS data and teacher assessment, are used to highlight pupils in Years 3 and 4 who may need additional intervention or differentiated teaching to secure their multiplication knowledge and fluency

Out-of-class work and homework

We recognise the importance of making links between home and academy and encourage parental involvement with the learning of mathematics. Homework provides opportunities for children to:

- to practise and consolidate their skills and knowledge,
- to share their mathematical work with their family
- to prepare for their future learning.

Teachers send home one piece of maths homework each week. The homework should reflect an area of mathematics they currently are studying in maths or an opportunity to consolidate prior learning. All children, despite their year group, also have access to Times Table Rockstars. The use of Times Table Rockstar will have a greater emphasis in LKS2 as the children prepare for their Multiplication Tables Check (MTC)

- <https://play.ttrockstars.com/auth/school/student>

Early Years (Reception)

The development of mathematical thought is an important area of experience for children in the Early Years. Learning in mathematics should be primarily first-hand, experiential and active. Play and talk are essential to the learning process.

Of particular importance will be the development of skills in:

- appropriate mathematical language,
- making comparisons,
- sorting,
- understanding one to one correspondence,
- conservation of number,
- recognition of numbers,
- writing numbers correctly,
- basic ordinal language,
- early use of estimation,
- naming basic 2D and 3D shapes,
- copying and recognising patterns,
- early use of conventional time units,
- early use of non-standard and standard measures,
- use of calculator,
- reading and recognising simple graphs,
- early use of appropriate IT.

As an academy we recognise that some of our children will be ready to embark upon the National Curriculum during their time in Reception. We need to be aware of this and ensure that such children undertake work that is appropriate to their ability. Children in reception also follow the Power Maths Scheme. This often takes the structure of whole class learning followed by small group work with the class teacher..

Years 1 - 6

Pupils will follow the requirements of the National Curriculum and the programme set out in the Power Maths Handbooks for their appropriate year group.

Pupil's Records of Work

Children are always encouraged to form numerals correctly and legibly and reversals are always pointed out and corrected. As the children move through KS2, they will be taught to record their work in a variety of forms, including standard written algorithms.

The children are encouraged to have good work habits, to set work out neatly and to show their method of working out (algorithm) so that the work can easily be talked through. When using squared paper, children are expected to write one digit per square.

The date is written digitally (24/1/2013).

Work will be marked with reference to the success criteria for that particular lesson. Marking should be helpful and not critical and crossing out should not be used. (For more details see Marking and Feedback Policy).

The children's books will demonstrate the wide variety of mathematics work undertaken throughout the year. These may contain examples of symbolic, graphical, diagrammatic, pictorial, written and group work. They may also contain a teacher's note about oral work and there may also be a note about (or photographs of) examples of construction work, mathematical models and maths games played and any assessment tests or check-ups the child may have completed.

Assessment and Recording

The school's own assessment tracking grids are at the centre of teacher assessments to track children's progress and inform teacher planning. These grids are found on Insight and are to be updated termly. Assessments are carried out at least termly using Insight and are fed back to the Co-ordinator/ Senior Leadership Team. Assessment is supported by the evidence obtained from books whilst also taking into account short-term assessments which are an informal part of every lesson. These are used to check children's understanding and give teachers information, which will help them to adjust their day-to-day lesson plans and inform future planning and are closely matched to the learning challenge.

The purpose of these assessments is to monitor and review pupils' progress and attainment. These will be made through compulsory National Curriculum mathematics tests for pupils in Years 2 and 6. In addition to this, the school also uses Power Maths assessments to support teacher judgements. Teachers will also use Itrack and supplementary notes and knowledge about their class to produce a termly maths level for each child. Accurate information will then be reported to parents and the child's next teacher.

Reporting

All parents receive an annual written report on which there is a summary of their child's effort and progress in mathematics over the year. Parents also have opportunities to discuss progress at two parents' evening.

Equal Opportunities

All children and staff have equal human rights at Moorgate Primary Academy

All pupils will have equal opportunity to reach their full potential across the mathematics curriculum regardless of their race, gender, cultural background, ability or physical disability.

Parental Partnership

The whole policy will be available on request or can be assessed through the school website. Further information will be communicated through letters, the school website/ app/ social media.

Management, Monitoring and Evaluation

This subject is monitored on a day-to-day basis by the Headteacher, subject leader and senior leadership team.

Monitoring will take the form of lesson observations, planning scrutinies, learning walks, pupil conferences, book looks and staff questionnaires. This policy will be reviewed on an annual basis.

Staffing

Area of learning Team

The subject is led by J. Shipton

Governors

Governors agree and review the Policy on a regular basis. They also question the Headteacher and subject co-ordinator to ensure that the policy is implemented and impacts positively on learning and teaching. The Curriculum Committee carry out a detailed review of the Mathematics Policy on an annual basis.

The role of the Mathematics co-ordinator:

- ❖ ensure understanding of the requirements of the National Curriculum for Mathematics
- ❖ keep up to date with developments in maths teaching
- ❖ teach demonstration lessons
- ❖ observe colleagues and monitor plans and quality of teaching with the Headteacher/ leadership team
- ❖ lead by example in the way of teaching in own classroom
- ❖ prepare policy documents and schemes of work as necessary
- ❖ advise colleagues, help develop expertise and monitor the teaching of maths throughout the academy
- ❖ encourage the development of valid maths activities that are appropriate, differentiated and enable progression
- ❖ encourage use of ICT as appropriate in supporting teaching/motivating pupils
- ❖ liaise with Key Stage 1 and 2 staff, Headteacher, mathematics link governor, SUAT members, parents and local authority advisers as necessary
- ❖ work co-operatively with the SENCO
- ❖ discuss regularly with the Headteacher and the mathematics governor the progress of implementing the National Curriculum in the Academy/
- ❖ use maths budget to buy appropriate resources and equipment
- ❖ collect and maintain resources and ensure accessibility
- ❖ contribute to the in-service training of staff

Inclusion

The academy's equal opportunities policy applies to the teaching of mathematics as to all other subjects.

Environment

It is important that the classroom environment supports both the learning and teaching of mathematics.

The academy aims to provide a mathematically stimulating environment:

- through the development and use of working walls to support learning and teaching in a lesson or series of lessons.
- through interactive displays that promote mathematical thinking and discussion
- through displays of pupils' work that celebrate achievement
- by providing a good range of resources for teacher and pupil use.
- In every classroom, resources such as number lines, hundred square, place value charts and multiplication squares should be displayed as appropriate and used for whole class or individual work.
- Use of Numicon on display to show the visual representations of number.

This Policy was reviewed: 29th April 2025

Date of next review: April 2027