Maths Policy

Maths Curriculum at Kingfisher

NCETM Curriculum Prioritisation Framework provides coherent sequencing for the primary maths curriculum. It draws together the DfE guidance on curriculum prioritisation. As a result of limited learning in 2020, the Department for Education published a new document. This maths guidance focuses on a few core concepts from each year that the DFE and NCETM deem to be key stepping stones and prerequisites for progressing to the next stage in maths. The aims of this document (and its associated and extensive supplementary resources) were to:

- bring greater coherence to the national curriculum by exposing core concepts in the national curriculum and demonstrating progression from year 1 to year 6;
- summarise the most important knowledge and understanding within each year group and important connections between these mathematical topics.

NCETM use relevant resources and pupil-facing activities that are split across the year groups into the following core topics: Number and Place Value, Number Facts, Addition and Subtraction, Multiplication and Division, Fractions, Geometry.

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Maths Spot (Y1-6)	During maths spot each class will complete a series of interactive questions focussing on recapping and reinforcing prior learning. The sessions may be carried out orally, using whiteboards or other appropriate resources e.g., clocks, number fans. On occasion, staff may use this time for arithmetic/fluency questions. Questions should not be written out by the children but provided on a sheet. The teacher will go through the questions at the end of the session and self-mark. These sessions should be timed at approx. one minute per question. Modelling should be present to ensure children are given every opportunity to practice.
Times Tables	Knowing times table facts and how they work is a fundamental part of Mathematics. They link into many areas of Maths and are essential knowledge to success in later stages of education. The National Curriculum sets out that pupils should know all times tables up to 12 x 12 including inverse division facts by the end of year 4. In school, we help children develop automaticity with their times tables through chanting, the use of counting

	sticks and clock-face model, songs, interactive games and soundcheck through Sumdog.
Maths Lesson 1 hour One lesson a week is 30min recap and or arithmetic + half hour SumDog.	Fluency, problem solving and reasoning is taught during these lessons. At least twice a week, lessons should start with a problem-solving/reasoning activity (before the fluency), to provide children with the opportunity to explore with growing independence. At least once a week, a Let's Check sticker should be evident to recap previous learning to ensure retention. Problem Solving/reasoning should be taken from: I See, TestBase, NCETM, NRICH, White Rose and Ark.
Sumdog 30min ICT/iPad session	Once a week, children complete a 30-minute session on Sumdog, a computer program which focusses on an individual's key objectives through interactive games. Children have a diagnostic assessment at the start of each term which determines their key areas of focus.
Maths 30 mins One lesson a week	In this lesson, derivation boards may be used to allow children to practice number relations. As an alternative, 'Same Problem, Different Method and Same Method, Different Method' may also be used.

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<u>Maths Spot Sessions</u>

This is the opportunity for pupils to practise previously taught skills linked to fluency only. Each session is planned/outlined according to what has been taught in previous lessons so that children have embedded these skills and are ready to move onto the next step.

<u>Applying children's knowledge</u>

- No more than four fluency questions
- Regular applications of children's mathematical knowledge through regular problem-solving activities
- Problem solving activity from a neutral stance at the start of the lesson will allow children to have a go, without adult modelling, and see what they can do independently – this can be modelled afterwards by using children's own approaches to how they tackled the task and using the visualiser.

<u>Maths Books – What do we see?</u>

- Maths overview sheet, showing short broken-down objectives, stuck in the first page of maths books and then again when starting a new block. These are regularly kept up to date.

- A pre and post assessment is completed at the beginning and end of each unit of learning.
- Short date (Y4-6 to also provide Roman Numeral date), margin and title are evident on all pieces of work.
- One digit per square.
- Marking codes evident on all pieces of work – Just I (independent), S (supported) or M (modelled)
- Here at Kingfisher, we do not rely on the over use of worksheets that are taken directly from other websites. Work should be done directly into books, as much as possible.
- When the children work practically, their work is recorded via a pic collage but then followed up with a Let's Check sticker so that the children can demonstrate what they personally have learnt.
- Let's Check should be used after a PicCollage or to start a lesson to recap prior learning (not every occasion).
- Any children who are PKS will work on the appropriate year group curriculum from the whole school LTP.