

Maths policy
MELBOURNE JUNIOR SCHOOL
March 2025



Approved by:

Full Governing
Board

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Introduction

This Mathematics Policy outlines the vision, principles, and practices underpinning the teaching of mathematics at Melbourne Junior School in accordance with the 2014 National Curriculum for England. It sets out the expectations for all stakeholders, including staff, students, and parents, to ensure high-quality mathematical education that promotes development, enjoyment, and application of mathematics across the curriculum.

Vision

At Melbourne Junior School, we believe that mathematics is a core subject that provides pupils with essential skills for everyday life, future learning, and the world of work. Our aim is to foster a love of mathematics, develop a positive attitude, and promote resilience in problem-solving through engaging and challenging curriculum provision.

Curriculum and Teaching

Curriculum Coverage

The mathematics curriculum at Melbourne Junior School adheres to the 2014 National Curriculum, and is structured around the following key areas:

1. **Number and Place Value**
2. **Addition and Subtraction**
3. **Multiplication and Division**
4. **Fractions (including decimals and percentages)**
5. **Measurement**
6. **Geometry (properties of shapes, position and direction)**
7. **Statistics**

Teaching Approach

Mathematics teaching at Melbourne Junior School is characterised by:

- **Interactive and Engaging Lessons:** Use of diverse methodologies, including direct instruction, collaborative learning, and practical activities, to engage all learners.
- **Concrete-Pictorial-Abstract (CPA) Framework:** Applying a structured approach to understanding mathematical concepts through tangible materials, visual representations, and abstract symbols.

- **Differentiation:** Tailoring learning experiences to meet the diverse needs of learners, ensuring challenge and support are appropriately provided.
- **Assessment for Learning:** Continuous assessment through observations, quizzes, and formative assessments to inform teaching practices and adapt interventions where necessary.

Across the Key Stage, children are taught in mixed ability groups. Teaching follows the National Curriculum and White Rose Hub materials. We have an agreed list of resources/subscriptions that teachers may use to supplement and differentiate teaching.

These include and should be limited to:

- White Rose Premium resources
- White Rose Infinity
- White Rose Homework Books
- Twinkl Mastery WRMH supporting resources
- Gareth Metcalfe's 'I see reasoning' worked examples

In each classroom, there are age-appropriate 'Maths Toolkits' that contain a range of manipulatives to support and extend children with their learning. We encourage all children to lead their own learning by using manipulatives to demonstrate deeper thinking and understanding of mathematical concepts

Mastery Approach

We are committed to fostering a mastery approach to mathematics whereby all pupils can achieve deep conceptual understanding and fluency in mathematical concepts. This includes:

- Ensuring all pupils can achieve proficient skills before moving on.
- Providing rich, open-ended tasks that encourage problem-solving, reasoning, and critical thinking.
- Offering opportunities for pupils to work collaboratively and share their thinking with peers.

Assessment and Monitoring

Assessment

- **Formative Assessments:** Regular assessments through class activities and homework to monitor progress and understanding.

- **Summative Assessments:** End of term tests and standardised assessments to evaluate and track student progress.
- **Reporting:** Assessment outcomes are communicated effectively to parents through termly reports and parent consultations which provide a comprehensive overview of pupil progress.

Monitoring

- **Monitoring Cycle:** Subject leader and senior leadership will conduct regular lesson observations and book scrutinies to ensure the fidelity of teaching practices and the quality of learning experiences.
- **Data Analysis:** Regular analysis of assessment data to identify trends, areas of strength, and areas for development to inform strategic planning.
- **Pupil Voice and Parent Questionnaires:** Children and parents/carers to be given opportunity to express their views on the teaching and learning of Mathematics at Melbourne Junior School. Workshops to be offered as per parent feedback.

Professional Development

Continuous professional development (CPD) for staff is essential to maintain high standards of mathematics teaching. Opportunities will include:

- Participation in external training sessions and workshops.
- In-house training focused on innovative teaching strategies and curriculum developments.
- Collaborative planning meetings to share best practices and resources.
- Appropriate CPD to arranged and delivered, both internally and externally, through the work done with the NCETM Maths Hub

Parental Engagement

To foster a partnership in learning, we will:

- Provide clear guidelines and resources for parents to support their children at home.
- Offer workshops and information sessions to educate parents on mathematical strategies used in the classroom.
- Encourage open communication and feedback from parents to enhance the learning experience.

Review and Evaluation

This Mathematics Policy will be reviewed biannually to ensure it reflects best practices and current educational developments. Stakeholder feedback will be sought to inform any necessary amendments or improvements.

Summary of Expectations: Ofsted Framework

According to the most recent Ofsted framework, outstanding mathematics education should:

- Demonstrate a strong focus on developing a deep understanding of mathematical concepts.
- Exhibit effective teaching strategies that engage and motivate students to learn and provide evidence of impact.
- Maintain high standards of attainment and progress across all groups of learners regardless of background or ability.
- Encourage a culture of high aspiration, resilience, and enjoyment in mathematics.

This policy aims to encapsulate these expectations, ensuring that Melbourne Junior School remains a leading institution in the provision of outstanding mathematics education.