



Chandos Primary Maths Policy 2018



'The essence of mathematics is not to make simple things complicated, but to make complicated things simple.'

S. Gudder

At Chandos, we aim for all children to leave our school with the ability to reason, explain and apply their mathematical understanding. In order to do this, we have adopted a mastery approach when teaching maths, so that we promote an in depth understanding of concepts for all children.

Inclusion:

Every child, regardless of gender, race or ability will have equal access to the Maths Curriculum at all times. We aim to provide for all children so that they achieve their best according to their individual needs, whether they need additional support or more challenge.

Planning:

Teachers follow and use White Rose resources and sequences of lessons when planning units of work – except for year 6. Every year group begins by teaching place value and the four operations as these are key to all other aspects of Maths. For the whole school structure, please see our [Yearly Overviews](#).

Lessons are structured following a 'Ready, Steady, Go' model – this allows for clear progression within/across lessons as children move from basic skills (ready), to problem solving (steady) and finally into reasoning (go). In UKS2, children have an extra level called 'Turbo' where they apply their mathematical knowledge to real life and test style questions.

At Chandos, we recognise the importance of both mental and formal written calculations – we teach them alongside each other. For more information see our [Calculation Policy](#).

Starting in September, children (KS2 + Year 2) take part in MATHlympics. This is a weekly, timed test that assesses children's basic knowledge and times table abilities. Year 1 join in during the final Summer term. As children move through the school, their MATHlympics levels follow them. For more information on this see [MATHlympics](#).

Using these approaches and resources has allowed us to improve our application and reasoning abilities across the school.

Assessment:

At Chandos, we formally assess children's Maths knowledge every term – 6 points in the year. At the end of every term, children are given 1 Arithmetic test and at least 1 Reasoning test to complete – KS2 complete 2 Reasoning tests.

Every teacher has a [Maths Assessment folder](#). In these folders, they must keep a tracker of children's test scores as well as the most up to date test for each child within their class. As well as this, children complete an 'I Can' statement at the end of every week based upon the previous week's learning. This is a short task created by the teacher and completed independently by the child.

Teachers then use information from these tests and statements to highlight objectives on our [Maths Descriptor](#) sheets. The number of objectives highlighted then equates to a 'level' being awarded at the end of every half term. Once data has been submitted, the Maths Lead sits down with Assistant Heads to moderate teacher's judgements.

At the start of every new term, teachers meet with the Maths Lead, Assistant Heads and Headteacher to discuss children who are off track and create a plan of intervention to try and close the gap before the next assessment checkpoint. This is then reviewed at the end of each term by the Maths Lead.

In EYFS, all Maths objective evidence is stored on 'Tracker'. For more information about EYFS Maths see [EYFS Policy](#).

Contact:

For any other questions or information, please contact our Maths Lead, Alex Cockell (a.cockell@chandosprimary.org).