



Dallimore Primary and Nursery School Maths Policy

Introduction

At Dallimore Primary and Nursery School we aim to inspire all children to reach their full academic potential. In mathematics this means ensuring a curriculum that is fully inclusive of all children which:

- Develops children's knowledge and understanding of mathematical concepts.
- Develops children's fluency in mathematics and allows them to practice and hone skills and methods.
- Enables them to reason in mathematics and communicate their understanding.
- Gives them opportunities to apply learnt mathematical skills in different contexts across the curriculum.
- Provides opportunities to develop problem solving skills useful for maths and across the curriculum.

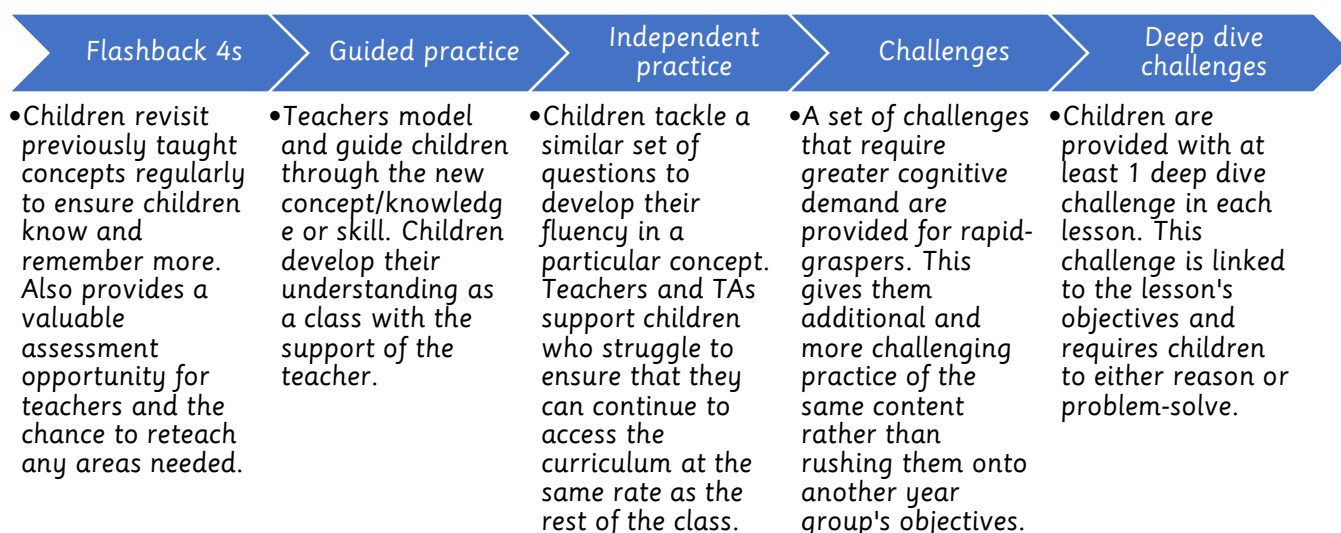
Planning

Teachers follow the White Rose Maths Hub scheme of learning. This scheme provides long-term overviews to ensure curriculum coverage and breaks down each unit of learning into a series of small steps. Teachers use these small steps to plan individual lessons which provide the children with ample opportunities to become secure with the particular concept being taught. As a school, we also subscribe to the WRMH premium resources. These provide additional materials that are useful aids in supporting teachers' planning and help to reduce workload.

Where necessary, teachers adapt the long-term overviews or lengthen the small steps to ensure children have fully grasped a concept or skill.

Maths lessons

Maths lessons in KS1 and KS2 follow a set structure to provide children with the best opportunities to retain and develop new knowledge, skills and understanding.





Arithmetic

In KS2, children spend the first part of every day developing their arithmetic skills. Teachers use the progression in arithmetic documents to ensure that they are accurately pitching their arithmetic lessons. Teachers are encouraged to remodel and explain any aspects that children find difficult. With a firm foundation in arithmetic skills, we will provide the children with the best possible chances of succeeding in the wider maths curriculum.

Mastering Number

In KS1 and EYFS, children have daily Mastering Number sessions. These sessions are all designed to support children becoming fluent with mathematics. Children are taught in whole class sessions, using resources and guidance from the NCETM.

Daily Count

Throughout KS1 and KS2, teachers teach a daily count. An overview is provided for the specific multiplication tables which children will work on at certain parts throughout the year. A set format for the Daily Count is provided to ensure consistency in approach and language. This should ensure that children are able to successfully pass the multiplication check in Year 4 and leave Dallimore having mastered the multiplication tables. Regular rewards are provided to children for their efforts in the Daily Count.

Assessment

In KS1 and KS2, end of unit assessments are used to check that children have secured year group objectives. These take place at the end of each White Rose unit from Years 1 to 5. Children regularly self-mark their work in maths with guidance from the class teacher and TA. Teachers and TAs are expected to use time during independent practice to scan and check the room to ensure that children are grasping the particular objective being taught.

Arithmetic assessments are carried out twice per half term in KS2. These materials are used to support teachers' judgements and to identify any particular gaps in arithmetic. The results also provide an additional set of information for the SLT to use and inform discussions at pupil progress meetings.

Interventions

Several interventions may be appropriate for maths at Dallimore. If necessary, Precision Teach is used to support the development of a particular concept.

In Years 5 and 6, afterschool maths tuition is offered to all children. Any children identified as requiring additional support are specifically offered these sessions. These sessions focus predominately on the key arithmetic skills outlined within the arithmetic progression document.

Monitoring of Learning and Teaching

Regular monitoring of books and teaching occurs in line with the monitoring cycle. Both formal and informal feedback is provided to further improve the teaching and learning in maths across the school.



Parents and Homework

We recognise that parents make a significant difference to children's progress in maths and we encourage this partnership. As a school, we have subscribed to Times Tables Rockstars and Numbots, and we encourage children to use this for free at home to support the instant recall of their multiplication tables and basic number facts.

Reviewed – May 2025

Review date – May 2027