



*"Inspiring minds to ignite lifelong learning"*



**Onchan Primary School**  
School Road, Onchan, Isle of Man IM3 4PD

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## **Onchan School Maths Policy**

### **Rationale**

Maths provides children with a powerful set of skills to take into the ever - changing world. These skills include: reasoning, problem solving and the ability to carry out enquiries. Having an understanding of basic Maths is vital to everyday life and at Onchan, we encourage children to develop a positive attitude towards the subject so that this stays with them throughout their life.

At Onchan, we follow the Department for Education, Sport and Culture's content guidance 'Teaching for Mathematical Understanding (TMU)', which underpins our vision. This guidance, combined with the White Rose Scheme of Learning, enables children to gain a deep understanding of a variety of age appropriate skills and ensures high expectations for attainment and achievement in Maths.

### **Aims**

We aim to give children the opportunity to develop a positive attitude towards Mathematics, gain a deep understanding of Maths through enquiry, reasoning and problem-solving activities and give them the ability to be fluent in the fundamentals of Maths. At the end of Year 6, our children should:

- Instill a love and enjoyment of Maths
- Have a great understanding of Number and Place value
- Know by heart number facts and times tables including the inverse operations
- Have a range of strategies that allow them to solve complex problems
- Explain their answers and reason using correct mathematical vocabulary

### **Provision**

Key Stage One and Two are both taught using a whole-class approach. Foundation Stage have a whole-class input followed by focus group learning. Children have four Maths lessons a week that last, on average, 60 minutes. To support recall of basic number facts and prior learning, two Morning Mission activities each week are based on Maths and children from Y3 onwards have an account on Times Tables Rockstars to enable further practice at home. Children are also given the opportunity for additional Maths learning in other areas of the curriculum such as Science when interpreting data.

### **Scheme of Learning**

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As a school, we refer to the 'Teaching for Mathematical Understanding' document for our Long-Term plan which outlines objectives that should be taught in each year group. We then refer to the 'White Rose Maths' blocks of learning which breaks each objective down into small steps. Our daily plans are developed from the small steps and are documented on a weekly PowerPoint or Keynote that shows the progression in a lesson. These are uploaded onto the school cloud for review and future reference.

Teachers in Foundation Stage base their teaching and learning on the Mathematics area of the Early Learning Goals. However, they do follow the Foundation Stage White Rose Programme of Learning where appropriate.

### **Teaching Approaches**

Teachers ensure that a wide range of teaching strategies are used in a lesson to ensure that children are actively engaged. A typical lesson would include:

- A Rapid Recall activity to start the lesson that focuses on number facts
- A Reasoning question based on prior learning for all children to answer
- A balance between teacher input and pupil activities
- An opportunity for children to work independently, in pairs or in groups
- An appropriate level of challenge
- Differentiation visible through support or enabling prompts
- A Rapid Intervention group with the teacher when appropriate
- Concrete Resources available for children to use and are planned in to lessons
- The C-P-A (Concrete - Pictorial - Abstract) approach is continually referenced in all year groups

The overall skill of a lesson is the same for each and every child regardless of whether they struggle or are particularly able. Differentiation is provided through effective use of support and Rapid Intervention, enabling prompts to scaffold learning and extension activities to challenge the more able.

When a child is identified as having a particular area of need, the class teacher will set up an intervention group for the S/ESO to carry out which targets the identified needs of the child.

### **Assessment**

Teachers use individual assessment sheets at the end of every small step which identifies where they are working at for that small step using the vocabulary:

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Developing, Working at Expected, Working at Greater Depth. The format of these sheets is down to the individual teacher.

Formative assessment is used during lessons to gain an understanding of where children are working and what their next steps are. Strategies such as questioning, effective use of self-assessment and peer-assessment and clear skills.

Key Stage One and Two teachers are required to input levels for each child at the end of every term for the following areas:

- Concept
- Varied Fluency
- Reasoning
- Problem Solving

Teachers use assessment frameworks and a tracker to calculate the levels for each area. EYFS teachers are required to input a baseline level for children in October and then input Data at other checkpoints in the year. They assess against the Early Years Learning Goals. At the end of Years 2 and 6, levelled judgements are made which are reported to Parents and DESC.

### Resources

A wealth of resources are available to both children and staff. Each year group has access to everyday resources and these are easily accessible to the children. Specific resources relating to topics such as 'Fractions' are kept in Room 7 or in Phase Resource Boxes. All staff have a subscription to White Rose, White Rose Premium and Classroom Secrets.

Policy written by Rebecca Willson

Adopted - February 2020

Reviewed - January 2022

Date for Review - February 2023

Reviewed - March 2024

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