Maths One Page Policy (Primary Phase)

William Hulme's Grammar School
The best in everyone™
Part of United Learning

At WHGS, we understand the importance of developing numeracy as a key life skill. We aim to give children the confidence and skills they need to be effective Mathematicians who can use maths in their everyday lives as well as preparing children for the next stage of their education. To do this we want children to be fluent in key Maths skills, to be able to explain how they complete a calculation through reasoning and to solve problems in different contexts.

Teachers will model key skills using the **'I do, We do, You do'** approach so that learners have a clear understanding of new methods and skills.

The key areas of **Number, Measurement, Geometry and Statistics** will be taught to help children make connections between future and prior learning.

We use **The White Rose Scheme** of Learning to support the learning of Mathematics. This scheme helps to break down learning into **small steps** and lessons are planned sequentially with a clear rationale.

Retrieval Practice and other starters are used regularly to ensure key skills are reviewed and misconceptions are addressed.

Maths

Learners are exposed to **fluency, reasoning and problem-solving** questions in order to achieve mastery in each unit of work.

Learners use **talk partners** to support each other's understanding of key mathematical concepts.

Contextual tier 2 and 3 vocabulary is taught and explored throughout.

Different **manipulatives** and practical activities are used to support learners understanding.

Multiplication tables and other **fluency skills** are taught daily to help learners develop their number sense. We also use TT-Rockstars to support the learning of times tables at home.

Online activities are used to further challenge learners through the use of ipads and chromebooks

Tasks are **scaffolded** to ensure that the curriculum is ambitious for all.

Teachers will expose learners to a variety of different **methods and models** so that children can choose the most appropriate method to solve a problem.

Outcome:

Provide learners with the tools to become problem solvers who can apply their knowledge to different contexts