



Hounslow Town Primary School

Mathematics Policy

Approved by:	Full Governing Body	Date: July 2023
Last reviewed on:	January 2023	
Next review due by:	January 2024	

At Hounslow Town Primary School we believe that Mathematics is a fundamental life skill. We support children to enjoy mathematics and have a secure and deep understanding of fundamental mathematical concepts and procedures, before they go to secondary school. We also want children to see the mathematics that surrounds them every day and enjoy developing vital life skills in this subject, through developing their skills of resilience and curiosity. This is achieved through the Maths Mastery approach, where children are supported in:

- becoming **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems
- reasoning mathematically by **following a line of enquiry, conjecturing relationships and generalisations**, and developing an argument, justification or **proof using mathematical language**
- **solving problems** by applying their mathematics to a variety of routine and non-routine problems with **increasing sophistication**, including breaking down problems into a series of simpler steps and **persevering in seeking solutions**.

We follow the White Rose scheme of work, which has been adapted for our school. Lessons consist of whole class input, where challenge is provided for all learners, predominately via questioning. The expectation is that all mainstream children have access to manipulatives, are exposed to discussions during the input and learning is deepened through planned questioning. Mathematics in Early Years and Year 1 is taught using structured 'Busy Learning' approach, where the children are provided adequately targeted hands-on learning opportunities and structured guided sessions. From Year 2 upwards, all lessons consist of 3 'Ping Pong' activities, which provide a journey to enable children to complete the independent tasks (varied fluency, reasoning and problem solving). We also use Time Table Rockstars and Mathletics to provide online out of school learning opportunities; teachers set tasks to consolidate or enrich learning. Surgeries, before the next lesson, interventions, boosters and focus groups in class are strategies exploited to diminish the difference between and within groups, via effective deployment of all adults that work with children.

Furthermore, learning walls are updated on a daily/weekly basis to develop their independence. These involve visual representations, questions and keywords.