

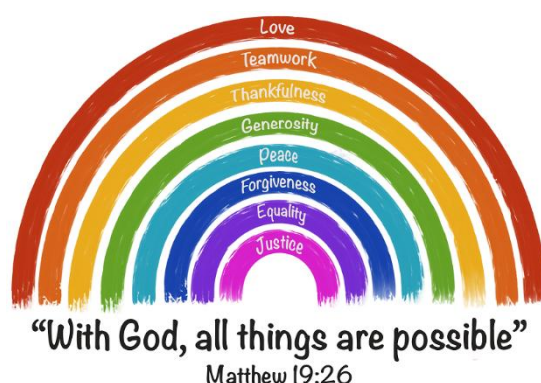
Westleigh Methodist Primary School

Maths and Maths Assessment Policy



Written by:	C Coleman
Date agreed:	Autumn 2024
Next Review Date:	Autumn 2027

Our Vision:



We are a loving, inclusive family, rooted in our Christian Values and nurturing ethos. We provide a positive learning environment where all children can achieve their full potential.

Our Mission:

Westleigh Methodist is a family in which everything we do is built upon our Christian values and ethos.

We endeavour to create a place where everyone feels happy, nurtured, safe and valued. We will foster a sense of high-self-esteem, love of learning and enquiring minds. We aim to equip pupils to become good citizens with high aspirations and an understanding of the part they play in our society. Our creative and exciting curriculum will lead to achievement for all and children reaching their full potential and becoming life-long learners.

Safeguarding Statement:

At the Westleigh Methodist Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors.

Maths Assessment Policy

Mark

Purpose: To identify strengths and misconceptions, highlighting areas of development through mastery questioning which will inform next steps planning.

Expectations

- Teachers have a secure understanding of the starting points, progress and context of each child from observations made within the lesson.
- Marking must identify successes and errors in pupils work. Ticks will indicate success and a green dot will indicate errors. Teachers may underline specifically and comment where a child has made an error if necessary by asking a targeted question to be responded to. This will be completed in a green pen.
- Helicopter marking within the lesson should be done by the teacher or teaching assistant as best practice.
- Misconceptions, whenever possible, should be addressed within the same lesson. A question mark should be written where teachers ask pupils a question, this should then be actioned immediately by the pupil in purple pen. If misconceptions are identified this will determine what will be taught the following day and any interventions (fix its) or pre-teach sessions that will need to be completed before the next lesson. These will be evidenced in the maths books with a maths intervention sticker.
- Children should be encouraged to self-assess where possible and mark or note in purple pen, particularly within fluency problems as these are repeated frequently across the year.
- Children will take responsibility for indicating if they have used concrete manipulatives to complete their work by noting an **R** in their books.
- Teachers will take responsibility for indicating if the work has been supported using the codes T (teacher support) or TA (Teaching Assistant support) where necessary.
- All marking will be completed before the next lesson.

Plan

Purpose: To enable a high quality delivery of lessons that meet the needs of all learners. Planning is viewed as a process rather than a product.

Expectations

- Staff to focus on national curriculum key objectives and use the White Rose small steps to inform and support them with planning.
- The White Rose Maths scheme overview will be completed in the recommended order as suggested by the trust's maths subject development lead and will be used as a long term plan. Any changes to the order (due to loss of coverage in prior years) must be discussed with the maths lead. Coverage will be planned and added to the year group curriculum map.
- Questions to assess, support and challenge ALL learners must be pre-empted from teachers as they put the lesson delivery together. Some of these mastery style open questions should be visible as part of the pupil challenges.
- Fluency and number sense to be planned in daily according to areas of misconceptions highlighted from the lessons and arithmetic tests. This will be done through fluent in five in years 1-6 along with other number sense activities as provided by subject lead.
- Pupils to complete topic tests at the start and end of a topic to show learning progression and inform teachers if any further teaching may be required.
- Problems of the day to be delivered intermittent throughout the week. These can be based on the topic being studied or wider topic areas to recap or 'drip feed' new learning.
- Teachers need to be clear about differentiation and what is expected from pupils: how SL will be supported and learning scaffolded for them to achieve the objective; challenges for EL to suit the area of maths being studied with further challenge questions or aids available to ensure all experience a productive struggle throughout lessons.
- Teachers should aim to include questions to assess the national curriculum objectives wherever possible to demonstrate a pupils understanding of meeting what is expected of them.
- Pupils may complete diagnostic questions and be regrouped according to their understanding to ensure they are attempting a suitable challenge. These groups should be fluid according to the answers and explanations given, not

on the presumption that an above expected child will automatically know the answer and a struggling learner won't. This will vary depending on topic.

- Arithmetic tests to be alternated weekly to support the learning of quick recall mathematical skills. Resources to support this will be provided by Maths Lead. Scores to be recorded to allow teachers and maths lead to monitor progress.

Teach

Purpose: To facilitate learning and enable all children to make progress without limits.

Expectations

- Concrete aids and manipulatives will be encouraged and made available to all children to support the problem solving process, also to complete group and independent work.
- New concepts will be taught through the Concrete, Pictorial, Abstract approach with the use of engaging pictures and manipulatives. Guided examples will reinforce the children's learning through exploration of problems.
- Teachers to follow the trust's teaching and learning model of **teach, model, practice and apply**.
- Pupils will be provided with opportunities to work as individuals or in small groups to explore mathematical concepts.
- Applied practice will comprise of questions to further consolidate and allow the teacher to evaluate learning within the lesson so that misconceptions can be addressed in a timely manner.
- Pupils will have the opportunity to show their understanding of mathematical concepts through daily work in maths books.