



Strategic Federation Leader: Mrs Angela Vinnicombe

# Maths Passport Policy

# Maths Passport Policy

Mathematics equips pupils with the uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem solving skills and the ability to think in abstract ways. Mathematics is important in everyday life. It is integral to all aspects of life and with this in mind we endeavour to ensure that children develop a healthy and enthusiastic attitude towards mathematics that will stay with them.

This policy is the formal statement of intent for how we ensure the coverage, deep understanding and ability to quickly recall the key facts involved in Mathematics. The policy also explains how we, as a school, teach, facilitate learning and assess our children in the area of key instant recall facts. This policy has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff.

## Aims

At Long Lee Primary School, we aim to:

- provide our pupils with the concrete resources to conceptually understand the objectives that they are working with
- provide a stimulating environment and adequate resources so that pupils can develop their mathematical skills to their full potential
- ensure all pupils become **fluent** in mathematics through varied and frequent practise with passport objectives over time
- enable our pupils to **solve problems** by applying these facts 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

Long Lee Primary School's expectation is that the majority of pupils will move through the objectives in line with their age related expectations. However, decisions about when to progress should always be based on the security of the pupil's understanding, adequate time been spent working on the objective and their readiness to progress to the next stage. Those children who are not sufficiently fluent with their objectives should consolidate their understanding, through additional practice, before moving on. By dedicating time to the maths passport system, our children will be able to apply the facts committed to memory when tackling more complex problems.

## Expectations

- Passport sessions run daily in all classes from years 1- 6 for 15 minutes per day in addition to the daily maths session. (In most classes this will be 9.15 - 9.30). In our EYFS setting, passport objectives are mainly taught in provision areas and children will have the opportunity to consolidate the objectives during independent play.
- Every child in school has a record that is regularly updated with the child
- Every child (in year 1 - year 6) has a passport booklet that is regularly updated alongside their individual record

- The dates on the child's individual passport record are the same as the dates in the child's passport
- The dates on the child's individual record include the month and year so we can clearly see progress over time - e.g. 09/15 (meaning September 2015) rather than 05/09 (5<sup>th</sup> September)
- Certificates are awarded on completion of a country or continent - these are handed to the phase leader and awarded in celebration assembly and the children's faces are moved on the 'Passport Display' as a country/continent is achieved
- On the front of our planning is a passport grid that must be regularly updated as children move countries/continents.

### **During Passport time**

- All adults in the classroom are engaged in the session.
- Children practice the recall facts under the direction of their teacher - this may involve playing a game, using the IWB, Laptops or iPads, writing out key facts, completing a series of questions, etc. The children can create games in their own time to play however these must be checked by the teacher to ensure the game is appropriate and is allowing the child the opportunity to achieve their objective. Passport time is not the time to make a game.
- Additional adults will work under the direction of the class teacher.
- Roles of the adults may include: testing the children and updating individual records and passports, playing games with a child/group, explaining an objective, targeting children under the direction of the class teacher.
- Only one member of staff to test the children to ensure both the child's passport and their individual record are correctly updated and accurately reflect achievement
- Passport time is not an appropriate time for: preparing for other lessons; photocopying or any other admin tasks ; listening to readers or other interventions

### **Assessment and Record Keeping**

- Children to be assessed as an ongoing process (Class teachers to aim to spend 1:1 time with every child over the course of a week)
- Each objective must be achieved three times - the final time must be at speed and fluent. The dates in the passport and individual record must show adequate time has been spent learning the objective. Once an objective has been achieved for the third time, the expectation is that the child will not need to revisit it.
- Children to work through each objective in their country or continent and then revisit each objective again twice to ensure they are fluent with their objective. They should be able to recall at speed and without using apparatus and must retain this over time
- Every child to have a record that is regularly updated in line with achievement
- Every child to have a passport that is regularly updated with the child alongside their individual record
- The dates on the child's individual passport record will be the same as the dates in the child's passport

### **Maths Targets**

- Whichever objective the child is working on, that is their maths target.
- Children must be clear about which objective is their target.

### **Learning Environment**

- There is a whole school display to celebrate achievement and progress in passports. It is the responsibility of each class teacher to provide a class set of individual passport size photographs for the display. Photographs are moved by the child and where appropriate a member of staff will accompany the child to do this.
- Each classroom has a small passport display to show the continent that each child is working in. What the classroom display looks like is left to the discretion of each individual class teacher.

### **Role of Mathematics Leader**

The Maths Leader is responsible for maths passports throughout the school. This includes:

- Leading by example by setting high standards in their own classroom
- Ensuring teachers understand the requirements of the passport policy and supports staff, where needed
- Observing colleagues from time to time with a view to identifying the support they need
- Monitoring and evaluating math passport provision in the school by conducting regular learning walks and assessment data analysis which is then fed back to staff and to SLT
- Preparing, organising and leading CPD and joint professional development
- Moderating judgements made
- Monitoring the impact of Maths Passports
- Working with the Inclusion Leader
- Keeping parents informed about Maths Passports
- Discussing regularly with the Strategic Leader, Head of School, SLT, Maths governor and/or Achievement and Standards governors, the progress and impact of Maths Passports in school
- Ensuring each classroom has the appropriate resources required to facilitate Maths Passports effectively and, where necessary, use maths budget to fill gaps