

St. Bernadette's RC Primary School



“Together we learn, together we achieve,
together we grow in God's love.”

Maths Policy

This Policy was last reviewed in November 2022 by Mr Proctor (Headteacher) and Mrs Gallagher. (Maths Lead)

This Policy will next be reviewed in November 2024.

Maths at St Bernadette's

Intent

At St Bernadette's, our intent for mathematics is to teach a progressive curriculum where children achieve their best and become mathematicians. We aim to provide all children with quality first teaching of a high standard Maths curriculum. Through this progressive curriculum, we aim for all children to become resilient, fluent mathematicians who can explain their reasoning and tackle problem solving.

The mapping of Mathematics across school shows clear progression in line with age related expectations. Pupils move through the content at the same pace. Some children will have additional support with adults and resources. Other children, who grasp the concepts quickly, will be challenged to deepen their learning.

We provide opportunities for children to make sense of the world around them making links between their maths learning and everyday life. Our policies, resources and schemes support our vision e.g. our policy, White Rose Maths, NCETM, My Maths and Times Table Rockstars.

Implement

In EYFS, Maths is taught discreetly and also embedded throughout all areas of continuous provision. Children learn through practical, hands-on activities both indoor and outdoor. As Maths is one of the 3 Ms, teachers help to bring Maths to life in a meaningful way through playful learning, where children are engaged in the world around them. Teachers assess children in EYFS through the RBA at the start of the year and also complete their own baseline assessments. Children are grouped by ability for maths teaching sessions and these groups are fluid. Teachers plan and follow White Rose Hub resources. Children are tracked in relation to the two ELGs, Number and Numerical Pattern through provision and ongoing assessment. Floor books also show children's learning journey in Maths.

Planning is based on the White Rose Small Step Guidance. At the discretion of the class teacher, lessons may be adapted or additional lesson added according to the needs of the class. Staff may also switch the teaching of the units to suit their year group or re-visit units during the course of the year. Teaching is supplemented through the use of various resources including White Rose Maths, NCETM, Primary Stars, Classroom Secrets, Deepening Understanding, NRich, and Times Tables Rockstars.

Lessons are structured well and begin with 'Basic Skills' to encourage children to develop their mental strategies and revisit previous learning. During lessons, teachers encourage the children to work with the teacher initially (whole class), then complete a variety of group, paired and individual activities. Children are given opportunities to reason and solve problems regularly; learning is varied and allows for deep and secure understanding. Teachers and TAs move round the classroom and actively respond, challenge and support children with their learning. Children move through the small steps at the same pace and some children are given extra support to help them achieve the objectives. Other children, who may grasp the concepts rapidly, are encouraged to explore their understanding at a greater depth through: open ended tasks, reasoning and problem solving and investigations. These investigative tasks are designed to allow pupils to follow lines of enquiry and develop their own ideas, justifying and proving their answers. All pupils are encouraged to persevere and develop their resilience when faced with a challenge. Live marking and feedback is designed to ensure pupils are well informed and making visible progress.

All children will have equal access to the Maths curriculum. Children with SEND will predominantly be covering the curriculum content of their year group. Their learning will be supported through the use of models, scaffolds and practical apparatus. Specific targets are set which focus on a gap in their learning. Additional work will be set to support the child in meeting this target. Teachers/TAs will support these children at points within their learning.

Children are given the opportunity to learn through accessing concrete resources, drawing pictorial representations or using abstract methods following the calculation

policy. Concrete manipulatives are available in every classroom and are accessible for children to use as directed or independently. Extra equipment is stored in the 'Green Room'.

Throughout their time at the school, children will develop their written calculation methods in line with the Calculation Policy. Teachers develop fluency through practising key skills, repeating, reinforcing and revising. Working walls are used to display strategies that are being used and include the key vocabulary being taught in that unit. Children are encouraged to use the correct mathematical vocabulary and use their reasoning skills when answering questions and stem sentences are used to support them in developing this vocabulary.

At the end of each term, NFER assessments are carried out and children's results assessment are recorded and tracked on our school tracking system. Year 2 and Year 6 may use past SAT papers instead.

Additional time, outside of lessons is given to teaching and learning multiplication facts during Early Morning Challenge time. Children complete regular times tables assessments and are encouraged to use Times Tables Rockstars through regular battles. Children are encouraged to use their maths skills in other areas of the curriculum, e.g. Science and History.

Parents are informed of and encouraged to be involved in our school mathematics implementation by introducing our calculations to them during 'Meet the Teacher' sessions. They are encouraged to support children through maths homework, TT Rockstars, My Maths, Parent's Evenings and yearly reports.

CPD is important in maths and all staff are encouraged to raise any issues they have within mathematics in order to ensure everyone is confident in what they teach. Staff meetings have been dedicated to provide training on our Calculation Policy, challenge, Reasoning and Problem Solving and lesson structure.

Impact

The impact of our mathematics curriculum is that children understand the relevance of what they are learning. Children are developing a positive growth mind-set where they realise it's okay to make mistakes on their maths learning journey.

Our maths books clearly show a range of activities showing evidence of fluency, reasoning and problem solving. Children 'have a go' and choose the equipment they need to help them to learn along with the strategies they think are best suited to each problem. Children are developing skills in being articulate and are better able to reason verbally, pictorially and in written form.

Classwork and assessments are used to establish whether a child is working towards, at or above age-related expectations. Our school standards are high. We monitor standards within school and we have taken part in cluster meeting moderation within the Beacon Alliance to ensure accurate assessments are made.