



Bledington Primary School

Maths Policy

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| Date 21.11.22 | | Signed: HEADTEACHER  CHAIR OF GOVERNORS  |
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Safeguarding Statement

At Bledington School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Bledington School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Bledington Primary School Maths Policy

Our Vision for Maths

We aim to provide a high-quality maths education and want to teach our children the essential skills and knowledge to develop an understanding of the world and to create a natural curiosity and love for maths.

"Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject." (The New national curriculum in England framework document, July 2013)

The aims of the 2014 National Curriculum are for our pupils to:

- Become fluent in the fundamentals of mathematics through varied and frequent practice with complexity increasing over time.
- Develop conceptual understanding and ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically; follow a line of enquiry, conjecture relationships and generalisations.
- Develop an argument, justification and proof by using mathematical language.
- Problem solve by applying knowledge to a variety of routine and non-routine problems. Breaking down problems into simpler steps and persevering in answering.

The EYFS Statutory Framework 2014 sets standards for the learning, development and care of children from birth to five years old and supports an integrated approach to early learning. This is supported by the 'Development matters' non-statutory guidance.

The EYFS Framework in relation to mathematics aims for our pupils to:

- develop and improve their skills in counting
- understand and use numbers
- calculate simple addition and subtraction problems
- describe shapes, spaces, and measures

The National Curriculum sets out year by year programmes of study for key stages 1 and 2. This ensures continuity and progression in the teaching of mathematics. Our Maths

Progression grid outlines the key skills and knowledge required from Reception to Year 6.

Following the introduction of the new National Curriculum in 2014 the emphasis has been to ensure that all children:

- Become FLUENT
- REASON and EXPLAIN mathematically
- Can SOLVE PROBLEMS

This means that children need to be exposed to opportunities involving increasingly complex problem solving which allows them to apply their Maths knowledge. In doing so they should be encouraged to develop an argument and line of enquiry which they can prove and justify using mathematical vocabulary. This includes the ability to break down problems into a series of steps.

Planning and organisation of Maths in our school

Long Term

The National Curriculum for Mathematics 2014, Development Matters and the Early Learning Goals (Number, Shape Space & Measure) provide the long-term planning for mathematics taught in our school.

Medium Term

All teachers use the National Curriculum to plan teaching sequences. Resources for delivery of these plans allow adaptability for the children and the area of Maths being taught. Schemes currently used to support planning are White Rose Schemes of Learning, Classroom Secrets fluency and reasoning/Problem Solving resources. Key Stage 1 teachers also access resources through Primary Stars. These schemes provide teachers with exemplification for maths objectives and are broken down into fluency, reasoning and problem solving, key aims of the National Curriculum. They ensure teachers stay in the required year group/key stage and support the ideal of depth before breadth. They support pupils working together as a whole group, in maths partners and independently and provide time to build reasoning and problem-solving elements into the curriculum.

Short term planning

Teachers plan their weekly/daily lessons following the small steps in their teaching sequences and are monitored at intervals by the mathematics subject leader. EYFS planning is based on the medium-term plans and delivered as appropriate to individual children with thought to where the children are now and what steps they need to take next.

Organisation

All classes have a daily mathematics lesson of 60 minutes, where possible with teachers and support staff using the school's calculation policy to ensure consistency. In addition, children complete Maths based fluency and challenges twice a week and in KS2 complete a weekly arithmetic test (10 in 10). Parrot class also take part in the 99

Club. Teachers of the EYFS ensure the children learn through a mixture of adult led activities and child-initiated activities both inside and outside of the classroom.

Each lesson focusses on a learning objective for each year group (that can include an element of shared learning for the whole class) which all children aim to master; extension activities enable those children who grasp the objective more easily to extend their learning by exploring it at greater depth through reasoning and problem solving elements related to the objective of the lesson. Approach the accessing the objectives are adapted to help scaffold those requiring support to master an objective. Where possible, children work in mixed ability groups to access the learning for their year groups.

Every classroom has a range of practical apparatus to support children's learning, with additional resources stored centrally, for example resources for capacity and other elements of measure. We aim to review resources and add /replace them as required.

Each lesson/series of lessons on a step can include elements of: fluency, to practise skills; reasoning, to deepen understanding; and problem solving, to apply skills depending on the objective being taught and the understanding of the children.

Monitoring and assessment of Maths

Children are assessed on entering the school and are formally assessed at the end of each key stage, as well as at the end of EYFS. Teachers use assessment for learning to ensure planning is based on prior attainment and so pupils know what they need to do to achieve the next steps. Maths results are updated using the online assessment tool, INSIGHT three times a year (once per term). An overall assessment for Maths is entered (Working Below, Just Below, On Track or Greater Depth) at the start of each term. In addition, all pupils are assessed against mathematical objectives covered in the previous term. This enables teachers to make timely judgements about areas of strength for individuals/class and areas where gaps need to be filled. Analysis of assessment data is used to set targets and whole school maths curricular targets within the School Development Plan and associated Maths Action Plan.

We carry out end unit assessments, Year 2 and Year 6 Statutory SATS assessments while other year groups take NFER tests in SATS week. In addition, all pupils sit NFER tests in the Autumn term.

We use Maths Passport scheme tracking in each class to spot gaps and to identify those finding it difficult to progress. 123 Maths is available for those who require more procedural practise/do not practise at home (access available at home too).

As part of our ongoing monitoring programme, we conduct peer review sessions where we look at Maths as a subject within the school. We observe lessons and feedback to teachers, speak to children/staff, analyse books/marking for progression and come together as a staff to discuss what we are doing well and what we want to improve.

Marking of Maths is in line with the school marking and feedback policy. Monitoring

and evaluating Maths is monitored by the Head teacher and Maths Lead in conjunction with other staff members, as appropriate. Having identified priorities, the Maths Lead devises an annual action plan that forms part of the School Development Plan. This forms the basis for monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. observation, planning/book scrutiny. Moderation occurs within the school for each year group. EYFS, Year 2 and Year 6 moderation occurs within the cluster.

Staff Development is supported by the Maths Lead, teachers are expected to keep up to date with subject knowledge and use current materials that are available in school. Training needs are identified as a result of whole school monitoring and evaluation, performance management, through induction programmes and discussion among staff.

Involving parents

We believe it is important to work together with parents and carers to support their child's learning. We promote a positive home school partnership in the following ways:

- Starting School Meeting - to introduce parents to our curriculum and what is expected of the children and their carers
- Celebrations - certificates for Maths Passports, Times Tables Rock Stars (TTRS), and general classwork
- Home Learning and homework - in line with our home/school agreement. Termly homework across KS1/2 and regular number work for EYFS and Home access to TTRS/Numbots.
- Termly maths challenge per class to complete at home for small prize.
- Access to 123 Maths for identified pupils.

We meet with parents (face to face/phone call meetings) twice a year, hold an open evening and provide an end of school year written report. Opportunities are available to meet teachers with any concerns as required. Maths Passport objectives are on the school website to support practice at home.