



Mathematics Policy

2023-2025

Introduction

Mathematics makes a considerable contribution to the overall school curriculum and is constantly used in everyday life, business and industry; the ability to apply it effectively to unfamiliar problems is therefore very important. A broad mathematical education is essential for all pupils to equip them to meet the responsibilities of adult life in the world today.

Mathematics will provide children with intellectual challenges and contribute to each child's social, personal and intellectual development.

Through our work at Barnard Grove Primary School in mathematics, children will gain the knowledge and understanding to use confidently the skills needed to work within our world today.

Intent

At Barnard Grove Primary School, we pride ourselves on being a Maths Mastery school. This means that we want children to have a deep and secure knowledge and understanding of Mathematics. Fluency in Mathematics is embedded in Early Years to provide the foundations for each child to develop their full potential. This is then developed and built upon throughout Key Stage 1 and 2. Mathematics lessons are fun, practical and purposeful with engaging resources to support a Concrete, Pictorial, Abstract approach. We want children to have the skills to become confident and resilient Mathematicians.

Implementation

EYFS

In Early Years we provide an environment rich in opportunities to explore and learn about number. Mathematical experiences are embedded throughout the provision and areas of learning in Early Years. Mathematics is taught discretely in Reception and purposeful, engaging tasks are planned for the children to develop their Mathematical skills. Fluency is developed through the Mastering Number Programme which is taught four times per week.

KS1 and KS2

This exploration continues throughout school focusing on mathematical thinking by applying and reasoning rather than just the right answer. All year groups follow the White Rose Maths Hub planning for curriculum coverage and use a Concrete, Pictorial, Abstract approach as seen in our calculation policy. This means that the children use concrete apparatus and a hands-on approach to start with, then pictorial representations, followed by the abstract. Arithmetic skills and times tables are taught daily using 'Five a Day' and Times Table Rockstars. Challenge is a vital part of every Maths lesson. Mastering Number is also taught four times per week in KS1 to develop fluency and the use of a fluency training ladder in KS2.



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Impact

We want our children to become confident and resilient mathematicians who can apply their skills to everyday life. Children being able to vocalise their understanding and not being afraid to make mistakes is a high priority. The children know that they can access concrete resources to support their learning and there is an emphasis on developing a deeper understanding.

Aims and Objectives

- To teach mathematics in line with National Curriculum guidelines. To develop a progressive understanding of mathematical concepts, skills and attitudes;
- To ensure that pupils have access to a broad and balanced mathematical curriculum;
- To create a stimulating and exciting mathematical environment;
- To encourage a positive attitude towards the learning of mathematics and an enthusiasm for the subject;
- To promote an understanding of mathematics within all aspects of the primary curriculum;
- To promote an understanding of mathematics within real life situations;
- To develop the correct use of mathematical vocabulary and language;
- To develop the pupils' understanding of mathematics through practical tasks, problem solving and investigation;
- To develop initiative and ability to work both independently and in cooperation with others
- To give all children access to the maths curriculum and resources, regardless of ethnicity, gender, class or ability.

Support and Challenge

The 'Teaching for Mastery' approach (in line with the 2014 National Curriculum) expects that all children will progress through curriculum content at broadly the same rate, by supporting lower-prior-attainers and challenging higher-prior-attainers to deepen their understanding. We believe that all children can achieve, therefore all children (except in exceptional circumstances) will work from the same starting-point in maths lessons.

Lower-prior-attaining pupils are supported through the use of high-quality resources and representations to reveal the structure of mathematics and to develop their understanding of key mathematical concepts. Targeted support within maths lessons allows children to access learning with the rest of the class. Early intervention allows teachers and support staff to tackle any misconceptions that may arise and allows children to access the next steps of learning with their peers.



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Higher-prior-attaining pupils will begin from the same starting points as their peers, as we believe that this truly exposes the structure of mathematics. In addition, these pupils are constantly challenged by being exposed to puzzles and problems that require them to apply their understanding in new and varied ways, demonstrating 'greater depth', not acceleration through new content.

The end result of this approach is true understanding and the securing of a concept.

Spiritual, Moral, Social and Cultural Development

The teaching of Mathematics supports the social development of our children through the way we expect them to work collaboratively and provide opportunities for them to discuss idea and results.

Inclusion

We aim to meet the needs of all children, taking into account gender, ethnicity, culture, religion, language, disability, sexual orientation, age and social circumstances.

The use of scaffolds will be planned for both more able and less able pupils at the short term planning stage.

Special Needs

The provision for children with special needs is detailed in the Inclusion-SEN Policy. Central to this is the early identification, intervention and careful planning for differentiation.

IEPs and individual plans for able, gifted and talented children will detail relevant individual targets in Mathematics.

Role of subject leader

The subject leaders will be responsible for improving standards of teaching and learning in Mathematics through:

- Pupil progress
- Provision of Mathematics (including intervention and support programmes)
- The quality of the learning environment
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Keeping up to date with Mathematics developments

Review Date: September 2025