Barley Mow Primary School
Mathematics Policy

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Adopted by Governors:
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Introduction

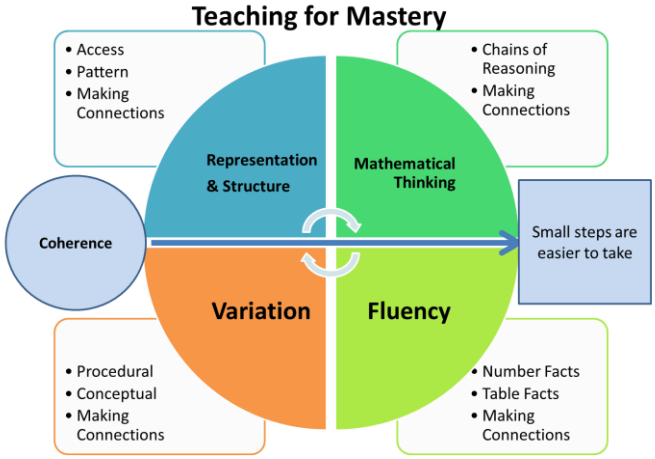
This policy outlines what we are aiming to achieve in respect of pupils' mathematical education. The mathematics taught and the methods used reflect the recommendations outlined in the DfES guidance contained in the documents:

(A) Curriculum Guidance for the Foundation Stage
(B) Framework for Teaching Mathematics from Year 1 to Year 6 New National Curriculum (2014)
(C) Yearly Teaching Programmes for Primary Maths from Year 1-6 WHITE ROSE Maths
(D) NCETM Mastering Number Programmes
(E) Calculations Policy

Statement of Intent

At Barley Mow Primary, we recognise that maths teaches us how to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems. Our vision is to support all children to become fluent, independent mathematicians to prepare them for future achievements. We want our children to have a growth mindset and a sense of both enjoyment and curiosity towards this subject. Enriched mathematical talk is vital to develop mathematical concepts and deepen understanding to produce confident, skilled, resilient pupils who are not afraid of a challenge and are equipped for to approach mathematics in the real world.

At Barley Mow we follow the aims of the National Curriculum: fluency, accuracy, precision, reasoning and problem solving. We follow a mastery approach, and teachers reinforce an expectation that all pupils are capable of achieving high standards. Our approach is underpinned by the Five Big Ideas of mastery which are outlined below.



Implementation:

Maths is taught daily throughout school. The National Curriculum is followed and each year group is supported by the use of White Rose **Version 3**. Fluency and basic skills are constantly reinforced. This is done by quick and efficient recall of facts and procedures in our Flashback and mini maths sessions. We recap previous learning and also incorporate elements of pre- learning for the next unit of work to help support and develop children's long- term memory across different strands.

Lessons are broken down into small, connected steps providing access for all children which leads to a generalisation of a concept and the ability to apply concepts to a range of contexts.
Sequencing and progression of small steps help enable children to gain a deeper understanding to apply these skills to the wider world and beyond. Careful planning ensures pupils are given the opportunities to develop:

- key, fundamental skills;
- mathematical fluency;
- practical learning with concrete resources;
- pictorial representations to support learning;
- mathematical language and promote discussion;
- working individually, in pairs, groups or as a whole class;
- problem solving and reasoning;
- challenges and investigations;

At Barley Mow we encourage children to 'have a go'. A growth mind-set is actively encouraged and developed. Mistakes are valuable opportunities to rethink and understand more deeply. During lessons, staff aim, to develop deep mathematical talk and encourage children to use varied vocabulary and clear explanations using full sentences. Discussion is an integral part of lessons to strengthen understanding to encourage children to find different solutions and to ensure every child is included.

Children have the opportunity to use a wide range of concrete resources such as ten frames, Numicon, number squares, base ten and place value counters to support their work and develop understanding. At Barley Mow, we believe that concrete and pictorial representations help to develop firm foundations in order to ensure the transition to an abstract approach using numbers and key concepts is therefore achieved with confidence.

Maths in Early Years

Work undertaken within the Foundation Stage is guided by the requirements and recommendations set out in the Early Years Foundation Stage document as well as NCETM Mastering Number and White Rose EYFS schemes of learning. The Early Years Foundation Stage gives children a range of opportunities to develop their understanding of maths. Mathematical development is implemented through planned, purposeful play that will incorporate a balance of adult led and child-initiated activities both inside and outside the classroom. During children's play early years' practitioners will interact to stretch and deepen children's understanding further.

ELG Number: Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG Numerical Patterns: Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

In addition to this, the curriculum includes rich opportunities for children to develop skills across areas of mathematics including shape, space and measures.

Additional Teaching of Maths

In addition to daily Maths lessons, there are timetabled sessions where the children develop mental fluency, practice recall of number facts and specific areas of arithmetic. We also follow the NCETM Mastering Number Programme in Reception, Year 1 and Year 2.

Reception Overview
Year 1 Overview
Year 2 Overview

Inclusion

Our firm belief is that all pupils can and will succeed at Maths. Quality First Teaching is considered an entitlement for all pupils. We adapt the curriculum content and resource appropriately, to enable all children to make progress in maths. Our maths curriculum is inclusive: we have high aspirations for all. All pupils will be supported to access age-appropriate content within the maths curriculum. This could be through in class support, the use of resources and through intervention. Effective pupil tracking enables identification of pupils who may benefit from support and strengthen their learning and to ensure progress in made.

Impact

Through our enriched Maths curriculum children will develop their understanding of a range of mathematical concepts and will leave Barley Mow with the vital mathematical skills needed for everyday lives and the wider world. Children are fluent and have automatic recall which they use to problem solve. Children have a positive attitude towards maths and are confident in their ability to explain, describe and justify their understanding of Maths concepts. They will be able to deepen their understanding by asking questions and by using clear mathematical language. They will have a positive and enthusiastic approach to Maths and not be afraid to make mistakes.

Monitoring and Evaluation

The Maths Subject Leader and Senior Management Team are responsible for the monitoring and evaluation of:

- Curriculum coverage
- The quality of teaching and learning
- Standards of achievement

This will be carried out through:

- Evaluation of medium and short-term planning;
- Book Looks
- Noting and tracking children against National Curriculum expectations;

- Observation of classroom practice in line with school policy.
- Learning Walks
- Pupil Conferencing

The Role of the Subject Leader:

It is the responsibility of the Mathematics Leader:
- To take a lead in policy development.
- To support colleagues in their teaching of Maths content and developing subject knowledge.
- To identify the need for individual support in the form of CPD.
- To create, maintain and evaluate action plans and audits.
- To take steps to keep up with developments and inform colleagues as appropriate

Teacher's Role

Each class teacher is responsible for the day to day implementation of the Mathematics within their own classroom. Responsibilities include:

- Planning effectively for Mathematics lessons in termly and weekly plans in line with this policy
- To ensure progression of Mathematical skills with regard to the National Curriculum of Mathematics
- To develop and update skills, knowledge and understanding of Mathematics
- To identify what resources are needed for lessons and liaise with subject leader to purchase if necessary.

Support and advice will be available, when appropriate, from the Mathematics Leader.

Resources

There are vast a range of resources to support the teaching of mathematics across the school. All classrooms have a wide range of appropriate teaching apparatus alongside resources found in the central storage Breakout Space. Concrete resources are paramount to support teaching and are actively used. A range of software is available to support maths work as well as the premium package available White Rose Materials along with Times Table Rock Stars and Numbots.

Assessment

Assessment is an integral part of teaching and learning and is a continuous process.
Assessment has two main purposes:
- assessment of learning (also known as summative assessment)
- assessment for learning (also known as formative assessment)

Assessment of learning– summative assessment
Assessment of learning is an assessment that summarises where learners are at a given point in time. Teachers use end of unit assessments on White Rose and NFER assessments to monitor and track progress. These tests are carried out termly and scores, alongside judgements made from class work support a teacher to assess whether a child is meeting age related expectations.

Assessment for learning – formative assessment
This is a vital part of teacher judgment and is ongoing which helps inform teachers of future planning, next steps and misconceptions. Lessons are adapted and short-term planning is evaluated considering these assessments. AFL is continuous through the use of:

- marking
- analysing errors and misconceptions
- asking and answering questions
- discussion
- observations

At Barley Mow Primary School, we recognise that AfL lies at the heart of promoting learning and in raising standards of attainment. We further recognise that effective AfL depends crucially on using the information gained. It should occur throughout each maths lesson, enabling teachers/teaching assistants to adapt their teaching/input to meet the needs of the children.