

Bainbridge, Askrigg, and West Burton Primary Schools

Rooted in the message of The Good Samaritan, we provide an aspirational education for all. We flourish academically, spiritually, and socially, enriching our communities. Executive Headteacher: Miss Charlotte L. Harper

# **BAWB Federation Maths Policy**

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Reviewed by:	Vicky Collins
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Governing Board Committee:	Resources
Link Governor (if appropriate):	Sue Ryding
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## **Equality Statement:**

At The BAWB Federation we work hard to ensure that the culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and people treat one another with respect. Our schools provide pupils and staff with the opportunity to experience, understand and value diversity. In the operation of this policy, we will endeavour to ensure that all members of our school community receive equal treatment irrespective of their age, gender, race, colour, ethnic origin, family commitments, marital status, sexual orientation, disability or religious beliefs.

# **Distinctive Christian Vision**

This policy has been written and/or adopted with our distinctive Christian ethos in mind:

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Matthew 22v 37-39 (NEB): Love the lord your God with all your heart, with all your soul, and with all your mind. Love your neighbour as yourself.





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## **INTENT**

Mathematics equips pupils with 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 and, with this in mind, we endeavour to ensure that children develop a healthy and enthusiastic attitude towards mathematics that will stay with them.

The National Curriculum for mathematics describes what must be taught in each key stage and we follow - and in many ways exceed - the requirements of the curriculum.

The principles within the BAWB Federation for mathematics are:

- that the curriculum we provide is aspirational for all pupils and everything possible is done to support all children to progress and succeed.
- all children have access to fluency, reasoning and problem-solving activities, regardless of their ability.
- planning of maths ensures progression within and across all year groups.
- that all lessons include revision of prior teaching to check that learning has taken place.
- children are supported to develop a growth mindset and to believe in themselves as learners.

## **IMPLEMENTATION**

At the BAWB Federation, we use White Rose long and medium-term planning to support our teachers to deliver the curriculum in small steps of learning that enable the children to build confidently on their knowledge and skills as they move through a year and through the schools. Teachers use White Rose premium resources and daily workbooks to deliver their lessons. These resources allow teachers to focus on subject knowledge and pedagogical approaches. There are daily revision opportunities provided at the beginning of each lesson through the White Rose 'Flashback Four' activities.

## **Arithmetic**

- 1) We carry out daily multiplication tables practice as part of the maths lesson. This is differentiated for different stages, with children at the top of the school challenged to extend their times table knowledge into decimals and powers of 10 (e.g. 40 x 6 = 240; 0.4 x 6 = 2.4). These sessions would typically last for 5 to 10 minutes.
- 2) Children are also supported to learn other key mental maths facts through our 'Number Facts Progression Grid' which accompanies the child as they move up through the school and supports teachers to identify any gaps from previous years that need to be revised.

## Fluency, Reasoning and Problem-Solving

Each daily maths lesson includes fluency, reasoning and problem-solving activities, deepening the children's knowledge and understanding as they tackle increasingly difficult questions during the course of the lesson.

We use the Concrete, Pictorial, Abstract method of teaching, as recommended by the National Centre for Excellence in the Teaching of Mathematics. Children explore new concepts using manipulative resources initially and then move onto visual representations once confident. Finally, they are presented with the same concept in abstract form, by which time they have a deep understanding of the concept being taught and are able to understand the meaning behind the numbers and symbols.



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### **Foundation Stage**

In EYFS, pupils experience maths on a daily basis, following the EYFS framework. As in KS1 & KS2, we use White Rose resources to underpin our teaching. These resources are designed to support children to develop mastery of the Early Learning Goals related to maths. This early introduction to mathematics will often take place in the context of a class theme, e.g. a particular story and encourages the children to use manipulatives to explore their understanding of number. Wherever possible, opportunities for mathematics are exploited (such as when taking the register) and the mathematical skills acquired are applied across the EYFS curriculum.

#### Homework

Maths homework is a requirement throughout our schools in order to support and consolidate children's learning. Please read our homework policy for details about maths homework.

## Learning Environment

The school aims to provide a mathematically stimulating environment:

- through displays that promote mathematical thinking and discussion. In each classroom, these include a 'learning journey' that supports children to understand what they will be learning and how it builds on previous work.
- by providing a good range of resources for teacher and pupil use. In every classroom, resources such as number lines, hundred squares, place value charts and multiplication squares are displayed as appropriate and used as resources for whole class or individual work.

## Weekly Planning

- Using the agreed format for weekly planning, teachers write plans for their maths lessons. These are made available in RM Unify.
- Teachers make amendments to plans according to their assessments of pupil progress.
- Teachers evaluate their weekly planning, making notes on pupils who have exceeded or not achieved expectations.
- Planning clearly shows how vulnerable pupils will be supported.
- Planning gives clear guidance to the teaching assistant to ensure they are able to support learning effectively.

#### Differentiation

In general, children all receive the same, age-appropriate work. Children who are assessed as being likely to find this work challenging are provided with scaffolding to support them to access it. This scaffolding often includes preteaching: a short session before the lesson in which the children are introduced to the learning objective and supported to overcome any gaps in previous learning that may act as a barrier to their understanding.

#### **Special Educational Needs**

Vulnerable pupils who are working significantly below age-related expectations receive work that is bespoke to their needs. Where possible, this will align to the work being done by the rest of the class. Teachers and teaching



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assistants are also alert to any possibility of helping vulnerable pupils to access age-appropriate work where they are managing a concept well. Please read our SEND policy for further details.

## Marking

Teachers live mark, working with children within the lesson to address any misconceptions. Children respond to this feedback immediately using a black pen to show that their amendments followed feedback with a teacher.

Children have more complex misconceptions are supported through our pre-teaching system, enabling them to explore their understanding thoroughly in a small group with a teacher before the next lesson.

Please read our Marking Policy for further details.

#### **IMPACT**

## **Assessment**

Assessment is regarded as an integral part of teaching and learning and is a continuous process. Assessment is carried out:

- orally through questioning.
- by observation of children at work.
- live marking of children's work.
- through planned assessment activities linked to the key objectives.

Informal assessment takes place continuously and teachers annotate planning to summarise their assessments. Summative assessments occur once every term using the Rising Stars' Progress in Understanding Mathematics tests (PUMA).

Teachers make and record an end-of-year assessment, judging whether or not an individual child has met the expected standard for their age.

## **Reporting Procedures**

Annual reports to parents include comments on:

- Pupil progress
- Pupil attainment
- Pupil effort and attitude



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# LEADERSHIP OF MATHEMATICS

# Role of the Headteacher

- lead, manage and monitor the implementation of the curriculum, including teaching and learning (which includes weekly / unit planning).
- with the governors, keep the governing body informed about the progress of the curriculum.
- ensure that mathematics remains a high profile in the federation's development work.
- deploy support staff to maximise support for the curriculum.

# Role of the subject leader

The mathematics leader is responsible for leading the development of mathematics through the school by:

- ensuring that teachers are familiar with the curriculum
- lead by example in the way they teach in their own classrooms
- prepare, organise and lead training, with the support of the headteacher
- work co-operatively with the SENCO in providing advice and support for staff
- observe colleagues teaching on a termly basis, with a view to identifying the support they need
- attend training provided by the NCETM and associated maths hubs.
- discuss regularly with the headteacher and governors the progress of implementing the curriculum
- report on achievement and the quality of teaching and learning through careful data analysis and thorough monitoring

# Role of the class teacher

- to ensure progression in maths for all pupils
- to develop and update skills, knowledge and understanding of mathematics
- to identify inset needs in mathematics and take advantage of training opportunities
- to keep appropriate on-going records
- to plan effectively for mathematics
- To inform parents of pupils' progress, achievements and attainment

# Role of Governing Body

- to monitor the effective leadership of mathematics across all three schools through the rigorous monitoring schedule
- to report back to the curriculum committee on a regular basis.