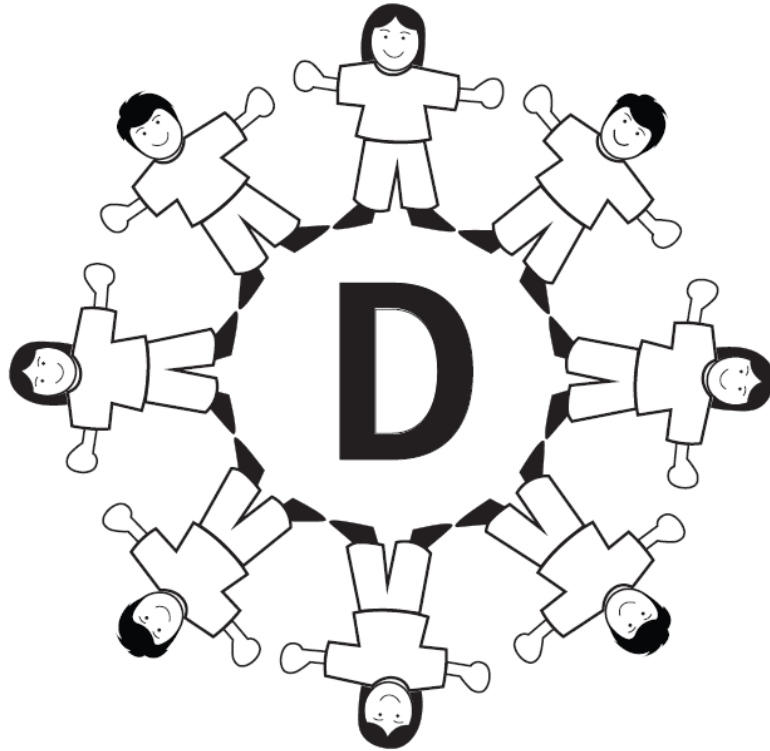


Dalestorth Primary and Nursery School



Mathematics
November 2024

Maths Intent

At Dalestorth Primary and Nursery School, we aspire to help all our children acquire a love for learning maths and to give them the skills, knowledge, understanding and confidence to be able to explain and apply their mathematical knowledge.

We believe all children can achieve in mathematics and teach for a secure and deep understanding of mathematical concepts through manageable steps. We view mistakes and misconceptions as an essential part of the learning process. Children will preserve by building on previous knowledge and skills, and apply these to a wide variety of contexts both within maths and across the curriculum. Our children will be appropriately challenged and supported through varied fluency, reasoning and problem-solving tasks. Irrespective of personal starting points, children will explore maths in depth and use a range of mathematical vocabulary to reason and explain. They will spend time becoming true masters of content, applying and being creative with new knowledge in multiple ways.

We aim for all children to:

- Become fluent in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Be able to solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios.
- Reason mathematically by following a line of enquiry and develop and present justification, argument or proof using mathematical language.
- Have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately to be successful in mathematics.

To develop our pupils as Mathematicians we:

- Ensure that all of our children are fluent in the fundamentals of mathematics through varied and frequent practice with complexity increasing over time.
- Develop their fluency, reasoning and problem solving.
- Develop their conceptual understanding and ability to recall and apply knowledge rapidly and accurately.
- Provide them with practical models and images to support their learning. This will include: number lines, number squares, Numicon, Dienes, place value counters and place value grids.
- Teach them the formal methods of calculation.
- Show them how to record work systematically.
- Model and encourage them to use precise mathematical language in their reasoning.
- Give them stem sentences to support their reasoning and understanding.
- Allow them time to review and respond to feedback in order to identify and address misconceptions and discover their next steps.

Equal Opportunities and Inclusion

- All children are given access to a broad and balanced maths curriculum regardless of gender, ability, race or religion.
- Provision will be made for individual needs (SEND).
- Equal opportunities are provided for boys and girls, also for children with special needs, those who are talented or gifted and children from different cultural backgrounds.
- Children with English as an additional language (EAL) will be given access to additional resources and teaching to support their learning and to ensure they make maximum progress from their individual starting points.
- A feeling of self-worth will be engendered throughout the activities

SEND

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. We do this by responding to each child's different needs. Level of challenge should not be altered, rather that we change the tools we give to the children, so that they can be successful. If a child is being tracked on BSquared they may receive a more individualised curriculum and may receive a different level of challenge as appropriate. A range of maths intervention programs run throughout school to support this. See SEND policy for further details.

Curriculum Organisation

Foundation Stage

The programme of study for the Foundation stage is set out in the EYFS framework. Mathematics involves providing children with the opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shape, spaces and measures. In Foundation one and two, teachers use White Rose maths schemes of learning to sequence learning and provide ideas for the provision.

Key Stage 1

In Key Stage 1, maths is taught daily in attainment groups. In addition, maths fluency is taught in 20-minute CLIC sessions. In Key Stage 1, teachers use White Rose maths schemes of learning to sequence maths lessons and provide resources for lessons.

Number bonds and times table tests are conducted when appropriate.

Key Stage 2

In Key Stage 2, maths is taught daily. In Lower Key Stage 2, one lesson is explicit times tables teaching using the scheme Number Sense In Upper Key Stage 2, one lesson is dedicated to arithmetic and times tables learning. In addition, maths fluency is taught two times a week for 20 minutes through CLIC sessions. In Key Stage 2, teachers use White Rose maths schemes of learning, with additional resources, to plan and sequence maths lessons.

Times tables are tested every week.

See the Teaching and learning Framework document for more information.

Assessment

From Year 1, mathematics is monitored and tested through termly formative assessments.

In Key Stage 1, times tables and number bonds are tested when appropriate. In Key Stage 2, times tables are tested weekly.

Monitoring this Policy

SLT will ensure that staff are clear on the policy. Curriculum leaders will scrutinise work in maths to ensure the policy is being followed and feedback to the Head with regards effectiveness and issues that have arisen. It is the responsibility for all staff members to ensure they are clear on the expectation and ethos behind the maths policy and to seek clarification from SLT if unclear.

The policy will be evaluated and reviewed with staff having an input into any changes.

Teaching and learning

When staff are planning and delivering maths sessions, they will use the guidance set out in the Teaching and Learning Framework. This may include teachers modelling their thoughts as a **mathematician**, using retrieval of knowledge and subject specific sentence starters for writing and oracy work.

POLICY REVIEW

This policy is to be reviewed every two years.

Policy written by J. Lamb

Policy adopted: February 2021

Policy reviewed by J.Lamb November 2024

Policy due to reviewed: November 2026