



## Maths

### Intent

Mathematics is important in everyday life and is an integral to all aspects of life. Therefore, at Barmston Village Primary School we endeavour to do the following things when teaching children mathematics:

- We want to ensure that children develop a positive and enthusiastic attitude towards mathematics that will continue throughout their school and adult life.
- We want to inspire our children to be great mathematicians who are engaged, excited and willing to learn.
- We want children to be confident and resilient when tackling mathematical questions and challenges.
- We want children to understand how mathematics translates to their lives and make experiences as real as possible.
- We want children to be fluent in the fundamentals of mathematics.
- We want children to solve problems by: applying mathematics knowledge and understanding with increasing sophistication.
- We want children to be confident in the Big Ideas of Mathematics:
  - The ability to perform mathematical operations and processes accurately and quickly.
  - To be mathematically **fluent** by using accuracy, automaticity, speed and flexibility.
  - To **reason** by using the ability to follow a line of enquiry, conjecturing relationships and generalisations and developing an argument, justifying and proving using mathematical language.
  - To **problem solve** by being able to think systematically in order to make appropriate decisions to apply known skills in a variety of contexts
- We want children to be proud of their achievements in mathematics.

### Implementation

At Barmston Village Primary School we will achieve our intent by:

- Following the National Curriculum when planning mathematics. To support this, we use White Rose Hub blocks, mapping them onto our own school Long Term Plan, which ensures coverage and progression throughout the whole school.
- Having a clear calculation policy, which has been formulated after discussions with staff, this enables a clear progressions in CPA strategies used across the whole school.
- Giving all children the opportunity to learn and achieve- we teach using a mastery approach and lesson structure. This means learning is broken down into small accessible steps that allow children to make incremental progress by combining fluency in basic skills and methods, with opportunities for rich and integrated reasoning and problem solving. By doing this we continually foster a growth mind-set.
- All classes participating in a 'Daily Maths Meeting' embedding and applying learnt skills and known facts. Number Maths Sense has been recently adopted to support the children's fluency in addition and subtraction facts and to have a deeper understanding of number and number relationships.
- Using a concrete, pictorial and abstract approach, where relevant, to guide children through their understanding of mathematical processes.
- Using live marking, where appropriate, which allows children to have instant feedback, giving them the opportunity to address errors or discuss misconceptions, on the spot.

In Early years:

- Using Reception White Rose Maths and the school's Early Years Curriculum for planning.
- Weaving maths into continuous provision, through carefully planned activities and resources.
- Planning and teaching a whole class or group maths session daily.

## Impact

- Children demonstrate a quick recall of facts and procedures. This includes the recollection of the times table.
- Children show confidence in believing that they will achieve and they enjoy maths: they are not scared to 'have a go'.
- Each child achieves objectives (expected standard) for them or their year group.
- Children have the flexibility and fluidity to move between different contexts and representations of maths.
- Children have the chance to develop the ability to recognise relationships and make connections in maths lessons.
- Mathematical concepts or skills are mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations.
- Children show a high level of pride in the presentation and understanding of the work

We measure the impact of our Mathematics curriculum through the use of informal assessments during lessons, WRH End of Block Assessments, termly assessments, pupil progress meetings and end of Key Stage SAT results. These support our children in progressing towards their year group expectations and for some towards greater depth.



We hope when children leave Barmston Village Primary School, they are fluent, can apply their mathematical skills and are resilient in solving problems and reasoning, as well as have a positive attitude towards mathematics.