

Maths Policy

The new National Curriculum states that: “Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history’s most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.”

Intent

At Burton Primary school our intent for mathematics is to teach a rich, balanced and progressive curriculum using Maths to reason, problem solve and develop fluent conceptual understanding in each area. Parents and governors are kept regularly informed of developments in our frequently reviewed curriculum. Teachers are supported and aided in their roles ensuring confidence in the skills and facts they are required to teach. Lessons are child focused and maths is kept fun and current in school.

Implementation

Our curriculum allows children to better make sense of the world around them relating the pattern between mathematics and everyday life. Our policy, resources and schemes support our vision. We have a clear CPA progression of skills linking to the Numicon approach (see calculation policy). We use White Rose Maths to map Maths across the school as this provides clear progression in line with age related expectations. Pupils are challenged in their learning.



Burton C of E
Primary School

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)			Number: Addition and Subtraction (within 10)			Geometry: Shape		Number: Place Value (within 20)			
Spring	Consolidation	Number: Addition and Subtraction (within 20)			Number: Place Value (within 50)		Measurement: Length and Height		Measurement: Weight and Volume		Consolidation	
Summer	Consolidation	Number: Multiplication and Division			Number: Fractions		Geometry: Position and Direction	Number: Place Value (within 100)		Measurement: Money	Measurement: Time	



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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
Autumn	Number: Place Value			Number: Addition and Subtraction				Measurement: Money		Number: Multiplication and Division		Consolidation		
Spring	Number: Multiplication and Division			Statistics		Geometry: Properties of Shape			Number: Fractions					
Summer	Measurement: Length and Height		Geometry: Position and Direction		Consolidation and problem solving		Measurement: Time		Measurement: Mass, Capacity and Temperature			Consolidation		



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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12				
Autumn	Number: Place Value			Number: Addition and Subtraction			Number: Multiplication and Division									
Spring	Number: Multiplication and Division		Measurement: Money	Statistics		Measurement: Length and Perimeter		Number: Fractions		Consolidation						
Summer	Number: Fractions		Measurement: Time		Geometry: Properties of Shape		Measurement: Mass and Capacity			Consolidation						



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn	Number: Place Value			Number: Addition and Subtraction			Measurement: Length and Perimeter		Number: Multiplication and Division				
Spring	Number: Multiplication and Division		Measurement: Area	Number: Fractions			Number: Decimals					Consolidation	
Summer	Number: Decimals		Measurement: Money		Measurement: Time		Statistics	Geometry: Properties of Shape		Geometry: Position and Direction			Consolidation



Burton C of E
Primary School

Year 1 Year 2 Year 3 Year 4 **Year 5** Year 6

Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11 Week 12

Autumn

Number: Place Value

Number:
Addition and
Subtraction

Statistics

Number: Multiplication
and Division

Measurement:
Perimeter and
Area

Spring

Number: Multiplication
and Division

Number: Fractions

Number:
Decimals and
Percentages

Consolidation

Summer

Consolidation

Number: Decimals

Geometry: Properties of
Shape

Geometry:
Position and
Direction

Measurement:
Converting
Units

Measurement:
Volume



Burton C of E
Primary School

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12			
Autumn	Number: Place Value		Number: Addition, Subtraction, Multiplication and Division					Number: Fractions					Geometry: Position and Direction		
Spring	Number: Decimals		Number: Percentages		Number: Algebra		Measurement: Converting Units	Measurement: Perimeter, Area and Volume		Number: Ratio		Statistics			
Summer	Geometry: Properties of Shape			Consolidation or SATs preparation			Consolidation, investigations and preparations for KS3								

Opportunities are built in to allow Greater Depth pupils to participate in maths competitions at a local level and at national level (National Young Mathematicians Award NRICH). These are through Explore Learning.

Mathematics in our school is enhanced by our individual class working walls designed to aid children through each topic. The children use J2e Blast, Times Tables Rock Stars, Timestables.me.uk and Numberlink board activities to support the teaching of times tables; we also use MathsFrame which covers all areas of Maths.

Through using Rising Stars NTS Standardised Assessment Tests, teachers gather an understanding of their pupil's existing understanding of topics. This forms the basis for our discussions in our termly pupil progress meetings with the SENCO and Head and Deputy Head Teacher. When required, learners are given small group, 1-2-1 and/or timetabled intervention in order to ensure every child is reaching their full mathematical potential. Year 3 and 4 undertake half termly times tables assessments using MathsFrame which mirrors the Year 4 Times Table check. These are recorded on a spreadsheet and used to inform children's next steps in learning their tables. These also provide a document for discussion. Formative assessment is incredibly important at Burton Primary where we focus on arithmetic questions through flashbacks, challenge questions, analysis of learning, extension work, mini plenaries and discussion with peers. There is coherent progression seen in planning within each unit and activities planned as part of continuous provision in EYFS develop knowledge and skills of key learning.

Mathematical vocabulary is shared on Working Walls – this is discussed with children who are encouraged to use it independently. Children are given opportunity to reason and solve problems regularly; learning is varied and allows for deep and secure understanding.

Parents are informed of and encouraged to be involved in our school mathematics implementation through workshops offered, MyMaths homework, Parent's evenings, Open evenings and termly reports. Teachers are also all available for parents to speak to after school.

Impact

The impact of our mathematics curriculum is that children understand the relevance of what they are learning in relation to real world concepts. Through our school ethos of 'Belong, Believe, Achieve', we foster an environment where Maths is fun and it is okay to make mistakes because the journey to finding an answer is most important.

Our maths books and folders include a range of activities showing evidence of fluency, reasoning and problem solving. Our feedback and interventions are supporting children to strive to be the best mathematicians they can be ensuring a greater proportion of children are on track (see marking policy).

Children 'have a go' and choose the apparatus they need to help them to learn along with the strategies they think are best suited to each problem. Children are developing skills in being articulate and are able to verbally, pictorially and in written form reason well.

Our aspirations for our children and their mathematics are high; we moderate our books within phases and cross phases and when the opportunity is provided moderation also happens externally.