



Belswains Primary School

Maths Guidelines

Intent

Maths is a skill we use on a daily basis and is an essential part of everyday life. Therefore, mathematics forms an important part of our broad and balanced curriculum where we endeavour to ensure that children develop an enjoyment and enthusiasm for maths that will stay with them throughout their lives and empower them in future life. We believe that unlocking mathematical fluency is an essential life skill for all learners and is a pre-requisite to being able to reason and solve problems mathematically. Our aim is to develop a positive culture of deep understanding, confidence and competence in maths that produces strong, secure learning. As a school, we recognise that the key to unlocking the potential in our children is through the development of basic mathematical skills and the understanding of mathematical concepts. We therefore place great emphasis on the use of concrete resources and pictorial representations at all ages, to enable children to fully understand the concepts and principals, when presented with abstract calculations and questions

Implementation

At Belswains Primary School we follow the White Rose Maths Scheme of learning, making adaptations to suit the needs and development of our classes and individual pupils.

Daily lessons are planned by class teachers, they may use the slides and questions from White Rose but these are supplemented and adapted as required.

All Maths lessons begin with a revise and recap session often using the 'Flashback 4' PowerPoint presentations. These are completed in pupil's books and support teacher's assessment for learning.

Teachers regularly use the 'True or False' cards to develop pupils reasoning skills and encourage Mathematical discussions within class.

All lessons have stretch and challenge for all pupils.

Throughout all year groups, all pupils will use the concrete, pictorial, abstract approach to build competency.

Teachers teach pupils to follow the agreed presentation policy for Maths. Pupil's take pride in their books and work within in. Teachers model expectations in their teaching and marking.

Pupils work in Maths books, on the rare occasion that sheets are required, they are trimmed and glued in straight and neatly.

Assessment

Class teachers regularly give feedback on pupils work. Pupils use green pens to indicate changes they have made following teachers feedback. This could be to complete calculations that the teacher has set, record verbal feedback/teaching points, indicate the error they made etc.



Pupils use purple pens to make corrections they have identified themselves, such as when they have made a calculation error, or to give themselves reminders to support their learning.

Teachers use red pens for feedback, either during lessons when they are 'working the room' or post lesson when they are assessing pupils work. Feedback is more than 'ticks and dots.' Teachers may model how to solve a calculation, provide a reasoning question, unpick an error etc. Pupils should respond to feedback or sign to show they have read it.

At the end of each block of teaching and learning, pupils undertake the White Rose end of block assessments. Teachers use the information to inform planning and consider if any interventions are needed or to adapt quality first teaching.

Impact

The impact of our mathematics curriculum, teaching and learning is that pupils reach age related expectations or better. Pupils know and remember more as they move through the curriculum, readying them for the next stage of their education. Pupils will developed a bank of efficient and accurate skills that can be used to calculate effectively. These will have been underpinned by the CPA process so children understand rather than just do, which ultimately will allow children to identify when answers do not make mathematical sense. Children will be able to apply these calculation skills and understanding of other areas to become confident and resilient problem-solvers with the ability to reason and articulate their ideas mathematically. Due to the embedding of reasoning stems, children will have the language to be able to justify, reason and explain their answers