

Buttsbury Infant School



Together we grow

Aspiration, Respect, Resilience, Kindness

Document Code:	E9
Document Name:	Maths Policy
Document Grade:	Recommended
Date reviewed:	February 2024
Document Leader:	Subject Leader

E9 Maths Policy

Date policy was agreed	March 2024
Policy review date	March 2027
Signed	Ann Robinson Exec Head

Purpose of Study

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.

Aims of Maths

The national curriculum for mathematics aims to ensure that all children:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Curriculum Intent

At Buttsbury Infant School the intent of our Maths curriculum is to ensure that all children are fluent in the fundamentals of Mathematics. We build on what the children already know and give them the knowledge and skills for future learning. The curriculum is designed so that it is ambitious for all learners. Knowledge, skills and concepts are clearly outlined in an age-appropriate and progressive way so that children's understanding is extended, year upon year. From this they will be able to reason mathematically and apply their knowledge to solving problems using numbers.

Curriculum Implementation

We encourage a healthy growth mindset by promoting social skills including good manners, resilience, perseverance, self-awareness, consideration and cooperation. The curriculum supports children to become fantastic role models and the very best versions of themselves.

Units of learning are blocked, well sequenced and build on previous learning. Lessons ensure that progress is achieved through small steps, allowing children to develop their subject knowledge, consolidate skills and apply this to their learning. We encourage children to ask questions, investigate and articulate the reasons for their answer.

Strands in Maths include: Number and Place Value, Multiplication and Division Facts, Measurement, Geometry (shape, direction and position), Statistics and Algebra.

At Buttsbury Infant school, Maths lessons may include:

- Use of practical resources (CPA approach)
- Collaborative learning and talk partners
- Investigations and word problems
- Opportunities to practise key skills and apply their knowledge to problems
- Reasoning opportunities
- Mini- plenaries and fluid groupings

Curriculum Impact

Our curriculum encourages all children to achieve their maximum potential by having high expectations. Children are able to select appropriate methods to solve problems and can explain their choices to others.

As a result of our Maths curriculum, children are equipped with the necessary knowledge and skills for the next stage of their education at junior school. They are able to apply their knowledge in other areas of the curriculum.

Early Years Foundation Stage (EYFS)

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to

build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Maths in relation to the National Curriculum

The curriculum is organised to ensure that children's experience of maths is developed through activities that bring together requirements from the Key Stage 1 programme of study

Children are taught:

- Number and place value
- Addition and subtraction
- Multiplication and division facts
- Fractions
- Measurement
- Geometry (shape and direction/position)
- Statistics
- Algebra

Planning of Maths

Maths planning is based on the National Curriculum and the White Rose scheme of work. Mastery of Number national scheme is used to embed key facts which builds the children's fluency.

Relationships with other subjects

Children are given opportunities, where appropriate, to develop and apply their mathematical capability in their study of maths – for instance in data collecting in the Foundation subjects, multiplication and division in food technology projects and measurement in Design and Technology units. Wherever possible, links are made to other subject areas,

Links with literacy:

Examples of mathematical activities and tasks which support the development of *Literacy*:

- Comprehension: understanding which operation the children should use when solving a mathematical word problem
- Speaking: developing the ability to evaluate and discuss mathematical logic and understanding, using appropriate vocabulary

Inclusion:

- There will be opportunities in Maths for all children to both practise skills and extend their mathematical knowledge
- The programme of study for EYFS and KS1 will be taught in ways appropriate to children's abilities
- There will be equal access to materials
- All tasks will be scaffolded to give every child the opportunity to complete the challenge successfully

Assessment and Recording

Recording children's mathematical achievements and progress can be accomplished in a variety of ways:

- Summative SATs at end of Year 2 and end of Key Stage
- Standardisation (YR – Y2)
- Summative/ diagnostic (where necessary)
- Formative / ongoing – annotations on planning/ use of Target Tracker

Children's progress is measured against descriptions in the Early Learning Goals and the National Curriculum

Role of the Maths Subject Leader

The maths subject leader will:

- Monitor policy and teaching and learning in music

- Provide assistance to all staff when requested, in order to implement the maths policy consistently throughout the school
- Organise resources to support the school maths policy and teachings
- Co-ordinate purchasing, organisation and distribution of resources
- Arrange in-service support
- Liaise with outside agencies, other schools and colleagues