

Barton Seagrave Primary School

Draft Maths Policy

Introduction

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.

(National Curriculum 2014)

Aims

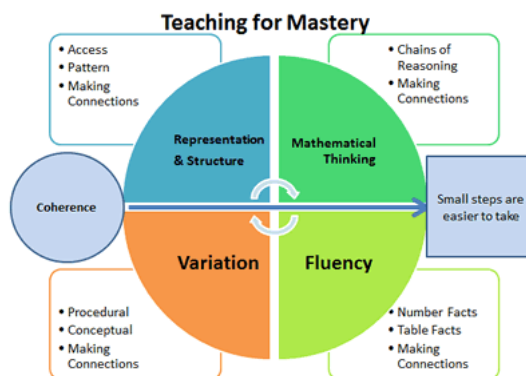
We aim to produce confident mathematicians by developing:

- the belief that by working hard everyone can succeed.
- positive attitudes to and the enjoyment of maths.
- developing competence and confidence in using and applying mathematical knowledge, concepts and skills.
- the ability to solve problems, reason, think logically and work systematically and accurately.
- developing the ability to use and apply mathematics across the curriculum and in real life.
- developing an awareness of the relevance of mathematics in the real world.

Teaching and Learning of Mathematics

At **Barton Seagrave Primary School** we believe that all children can achieve their potential in maths and acquire a deep, long-term, secure and adaptable understanding of mathematics. In order to provide this, we have adopted the NCETM Mastery approach to teaching mathematics.

<https://www.ncetm.org.uk/teaching-for-mastery/>



Scheme of Learning and the National Curriculum

We use the White Rose Scheme of Learning, the NCETM materials and the Maths Guidance Document 2020 to support our provision of the Programmes of Study from the National Curriculum and the EYFS Framework 2025.

- <https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>
- <https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools>
- <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- <https://whiterosemaths.com/resources?year=year-1#filters>
- <https://www.ncetm.org.uk/teaching-for-mastery/mastery-materials/primary-mastery-professional-development/>

Planning

The **White Rose Scheme of Learning** provides well planned, carefully sequenced lessons which cover the whole Primary Maths Curriculum. Each year band follows the White Rose **Medium and Long term plans**, adapted when necessary to meet the needs of the current cohort.

<https://whiterosemaths.com/resources?year=year-1#filters>

Short Term Plans

Each year band creates a weekly plan based on the White Rose resources but heavily adapted to meet the needs of the cohort, individual classes/pupils, to ensure that children achieve the Ready to Progress criteria at the end of the year. White Rose resources are supplemented by the NCETM materials and/or the materials available on the Shared Drive and textbooks. Teachers plan for misconceptions. Planning is transferred from PowerPoint, favoured by white rose, to note book used at Barton as this maximises opportunities for live modelling as opposed to relying on rigid animations.

Staff from EYFS to year 5 make use of the NCETM mastering number materials each day and teach the 15-20 min lessons to improve children's number fluency.

Planning will include regular opportunities to:

- use manipulatives
- use representations and models
- retrieval practise
- review
- rehearsal
- respond to marking/feedback
- practise number facts
- fluency- taught daily through mastering number and the discreet Friday lesson
- conceptual and procedural variation
- use precise mathematical language

- explanatory reasoning
- stem sentences
- practical activities and games
- problem solving to challenge thinking
- individual, paired, group and whole class learning and discussions
- purposeful practise where time is given to apply their learning
- open and closed tasks
- a range of methods of calculating e.g., mental, pencil & paper and using a calculator

Feedback

In line with the school's Marking Policy, teacher use a variety of techniques including live marking, peer marking and traditional marking. Children should respond to marking using a purple pen for corrections.

Assessment

Regular assessment of understanding informs future planning, adjustments to current planning and the need for interventions.

Daily

- regular marking of work
- analysing errors and picking up on misconceptions
- asking questions and listening to answers
- facilitating and listening to discussions
- making observations
- rapid CTG either the same day or following morning to keep all children within a mastery curriculum

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- formal assessment questions 3 time a year, 4 times for year 6, to identify areas of weakness for the class and inform planning and the need for interventions.

Equal Opportunities

Our Mastery approach fosters positive attitudes towards mathematics, so that all children, regardless of race, gender, ability or special needs, including those for whom English is a second language, develop an enjoyment and confidence with mathematics.

SEND

Our Mastery approach including small steps and the use of manipulative and representations should enable most children to be taught within the class. Additional adults support, spending longer time on each small step, pre-teaching or closing gaps may be required to support learning in addition to general classroom provision. Where possible children should be taught within the daily lesson. In a small number

of case children may need to work on the Program of Learning from an earlier year. White rose resources ,and in particular white rose infinity, are a very useful tool for the small number of children who are working out of curriculum.

Role of subject leader

- to lead in the development of maths throughout the school.
- to monitor the planning, teaching and learning of mathematics throughout the school.
- to help raise standards in maths.
- to provide teachers with support in the teaching of mathematics.
- to provide staff with CPD opportunities in relation to maths within the confines of the budget and the school improvement plan.
- to monitor and maintain high quality resources.
- to keep up to date with new developments in the area of mathematics.

CPD

Staff can borrow books from the staff Maths Library to support revise their own subject knowledge. Further materials Professional Development resources are available from the NCETM

<https://www.ncetm.org.uk/teaching-for-mastery/mastery-materials/primary-mastery-professional-development/>

<https://www.ncetm.org.uk/classroom-resources/pska-primary-subject-knowledge-audit/>

The Maths Lead is available to offer support and guidance to teaching and non-teaching staff with planning, resourcing and developing their mathematics.

The Maths Lead will keep staff updated regularly at staff meetings about current mathematical issues relevant to Barton Seagrave Primary School.

The Maths Lead will lead the staff through planned Mathematics Professional Development as indicated by the school Development Plan or in response to new information.

If a teacher has a concern over any aspect of their Mathematics teaching, they should in the first place discuss this with the Maths Lead. The Maths Lead, in conjunction with the Head teacher, will create an appropriate action plan.

White rose CPD has been used this year for whole school training in questioning and bar modelling and will continue to be used next year:

<https://whiteroseeducation.com/account/courses>

Maths lead has undertaken white rose subject lead CPD:

<https://whiteroseeducation.com/professional-development>

Maths hub work group provides continual CPD each year to the maths lead and is disseminated through the school.

Multiple staff have been trained on the number pathway of mastery maths by the local maths hub this year and next year the aim will be to do the same:

<https://www.emsmathshub.org.uk/professional-development/pd-2026-27/>