



We care. We learn. We achieve.

Mathematics Policy

What is this policy for?

This policy sets out how we teach maths in line with the legal requirements of the National Curriculum 2014 and the EYFS statutory framework 2021. It describes how our provision for mathematics promotes skills for life.

The vision for Mathematics

At Becket Primary School we believe mathematics should allow children to make links and connections between known and learnt knowledge. Children will learn to identify patterns in number, shape, data and measures and will learn to express and explain what they have noticed with accuracy, using visual mathematical models and increasingly precise mathematical vocabulary.

Children will learn to understand increasingly efficient methods of calculation. Through a combination of learning in a resource-rich environment and having opportunities to discuss and question these methods at the point of learning, learners will be able to apply these methods to fluency, reasoning and problem solving.

Mathematics contains many abstract concepts and the teaching of maths at Becket Primary School allows children to recognise and understand these concepts. At Becket Primary School we help the children to visualise their mathematics. Children use concrete objects and resources, symbols, visual representations and models to help understand and, in turn, explain their learning to others. This approach makes mathematics more accessible and meaningful for the children.

When is Mathematics taught and learned?

Each class will have a daily maths lesson supplemented by a daily mental maths session (*Snappy Maths, Rapid recap (fluency focus) and Mastering Number in EYFS and KS1*) The daily maths lessons are expected to last an hour with additional mental maths sessions taking place daily.

How is Mathematics taught and learned?

At Becket Primary School we follow a mastery maths curriculum based on the White Rose Scheme of Work, which follows a spiral curriculum building on the skills taught year on year. Objectives are taught in small steps using whole class teaching. Lessons have a flexible approach to ensure pitch and pace suits the children. Children are taught in class groups and learning is scaffolded for all children to access.



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In EYFS the children have daily whole class lessons with a focus on SSM at the beginning of the week where white rose planning is used. A mathematical area of provision is set up daily for all children to access throughout the day. A focus activity is also set up daily to enable a challenge-based activity. This is linked to the SSM and NCETM focus for the week. Maths games on the carpet are also regularly accessible.

In Year 1 - 6 we structure our lessons with a vocabulary discussion, Rapid Recap, I do (to model out loud to show our thinking), You do, checkpoint, reasoning and problem solving and challenge. We all anticipate common misconceptions before they happen instead of having to fill gaps after. If there are gaps, we address these immediately by doing 'Do nows'. If gaps increase, we would then give children more support through a small group intervention.

In Year 3 – 5 we follow the systematic times tables which children build fluency in multiplication and division facts and understanding of multiplicative relationships.

We believe the use of concrete resources and pictorial & visual representations are crucial in the teaching of mathematics. Maths is an abstract subject with concepts of number and shape that are difficult for children to grasp if not taught well. At Becket Primary, concrete resources such as Tens and Fives frames, puzzles, mathematical books, dienes, cubes (Base 10) and Numicon, are used across the school, in order to help children, make links and understand number. Calculation and Part-Part-Whole models and Place Value Counters are used to help children understand the concepts behind calculation procedures and, crucially, every opportunity to question, discuss and evaluate is taken in order to increase children's ownership and understanding of abstract methods of addition, subtraction, multiplication and division. A variety of visual representations and models are also used to help children to decipher problem solving activities, this approach starts in Early Years and is replicated throughout the school and into Upper Key Stage 2.

What do we learn in Mathematics?

The lifelong skills taught in mathematics are set and applied in problem solving and reasoning contexts, enabling children to build a bank of skills that they can use accurately and independently. Calculation methods, the use of money, measuring and the telling of time are all content, taught across the year groups, that will enable children to interact and contribute to community life.

How do we measure success in Mathematics?

A child's progress in mathematics is continually assessed by the class teacher, with a formal assessment at the end of each term. Teachers in Year 1 - 6 we use math.co.uk as a termly assessment. The QLA that is generated enables teachers to identify next steps to narrow the gap in learning.

At the end of each Key Stage children sit standardised assessments set by the DfE (SAT's). These tests assess whether a child is working at, above or below the age expected level. In EYFS,



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children are assessed against a baseline on entry to reception and then assessed again in the summer term against the Early Years Profile. In Key Stage 1, the tests are marked internally and the results help inform the class teachers' own assessments. In Key Stage 2, the papers are marked externally; it is the results of these tests that are published to parents and the general public.

A child's termly attainment in mathematics is recorded on the school's class records sheets on a termly basis.

At Becket Primary School, we moderate children's work in mathematics internally and externally. Over a course of an academic year every year group in Key Stage 1 & 2 is moderated at least once with other schools in the Kaleidoscope Multi Academy Trust.

Parents are informed on a regular basis of their child's progress and attainment. Parents' consultations take place in the Autumn and Summer Terms and reports are sent home in the Spring Term. During parents' consultations and in the reports it will be made clear to parents whether their child is working at, above or below age expectations. At the end of Key Stage 2 parents are informed of their child's statutory test results.

All children's progress and attainment in mathematics is monitored by the Headteacher and subject leaders on a termly basis during pupil progress meetings.

Resources

The school has a good range of resources which are stored centrally where everyone can access them. Some resources that are needed daily are kept in classrooms.

Safety & Risk

Becket Primary promotes a safe learning environment in which children feel comfortable taking risks with their learning.

Community Involvement & Collaborations

As part of Kaleidoscope MAT our staff work collaboratively together, particularly for moderation purposes. Maths leads work together across the MAT and with the Boolean Hub.

Monitoring and Evaluation

The Maths lead and the SLT will monitor the standards of teaching and learning. This will occur through a range of activities of monitoring planning, observation of lessons, work sampling and pupil interviews.

Information gathered is shared with the leadership team and through the link governor for Mathematics.



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Policy written: March 2021

Policy reviewed: March '25

Next Review date: March '26

Ratified by the Local Governing Body: March '25