



St Bonaventure's Catholic Primary School
Egerton Road,
Bishopston
Bristol,
BS7 8HP

Maths Policy 2020/21

Policy Owner	Maths Leaders
Governing Body Committee	Standards
Version no.	1
Issue Date	June 2020
Last Review Date	14 July 2020
Next Review Date	June 2021

This policy is available at <http://www.st-bonaventures.bristol.sch.uk/>

Vision Statement

At St. Bonaventure's Catholic Primary school we strive to be the best we can; guided by the light of Christ. Our children have open hearts and minds, a sense of awe and wonder and a love for each other, themselves and God.

Intent

Our aim is for all children to feel positive about maths, have a healthy relationship with maths, and feel like they can contribute to lessons. They should all know that maths is more than just bookwork, getting it right and learning lists of techniques.

Maths is creative; it is about discussion, explaining your thinking, trying things out, learning from mistakes, and applying it to real-world problems. Children should feel confident in expressing themselves, using mathematical language, and formulating their thinking into logically explained steps.

Children should be able to explore, push boundaries, question, become aware of other areas outside the narrow confines of the curriculum. Teachers should be confident in allowing talk and activities outside their year group's core objectives, and be flexible in where their learning develops.

Environment

We create Mathematicians by:

- providing a nurturing and supportive environment where every person is valued and empowered to be the best they can be;
- encouraging children to express themselves as individuals while listening to, respecting and appreciating the contributions of others;
- valuing and celebrating diversity within our community and the wider world;
- offering a broad and stimulating curriculum that is meaningful and relevant to the children and gives opportunities for them to engage in their learning;
- demonstrating how to live and treat others through Gospel Values;
- praising effort as well as achievement;
- always seeking to improve through setting and expecting high standards for everyone in our community;
- taking action and showing responsibility to others less fortunate than ourselves and for the world in which we live;
- challenging stereotypes about what maths is, what maths is for, and who mathematicians are;
- providing each class with a maths working wall at the front of the classroom which displays previous learning.

Implementation

Our Maths Musts are decided each year in September, responding to the SIP, data and the priorities we have identified in coordination with teachers. Teachers will be given a copy to display in their classroom, and subject leaders will refer to and address the priorities in staff meetings and any work they do.

Impact

We will engage and inspire pupils through a curriculum that is tailored to them.

We want our vulnerable and SEN pupils to have the tools and scaffolding they need to actively engage in the lessons.

We expect our identified vulnerable (PP, FF and SS) to make accelerated progress in Maths due to strategies in place to build their confidence, engagement and experience.

Planning

Reception to Year 6 use the White Rose Maths Hub schemes of learning as their medium-term planning documents.

Teachers will work with their partner teachers to plan and deliver lessons that suit the particular learning styles of the children within the year group. They will use their own judgement and formative assessment to ensure a flexible approach is adopted which recognises the pace of learning within the classroom. During the planning process, the small teaching steps will be planned for and broken down into lessons. The plans will include addressing misconceptions, anticipating language issues, key concept definitions, and representations in concrete, pictorial and abstract form.

Short-term planning incorporates explicit teaching of the concepts and methods required to achieve the learning objectives, concrete, pictorial and abstract representations, time for immediate interventions, fluency, reasoning and problem solving. Teachers should consider opportunities for all children to be able to explore the objectives in greater depth with low-threshold, high-ceiling investigations.

Assessment and Monitoring

The school has an Assessment and monitoring policy which provides an overview of the principles and structure.

- EYFS: Children are assessed continuously throughout the year against the Early Learning Goals. Data is reported to the Local Authority twice a year;
- Years 1, 3, 4 and 5 complete MARK assessments three times a year, based on their previous learning and the year group expectations covered so far;
- Years 2 and 6 complete Mock SAT papers twice a year and then their government SAT paper once a year. based on all the end-of-Key Stage expectations.

The school has a Marking policy which provides an overview for feedback. In maths lessons, we aim for teachers to feel able to use a variety of forms of feedback, minimise marking workload, and be encouraged to give feedback in the moment and in the lesson: to address misconceptions, inform immediate interventions and changes to the current and future lesson plans.

The Role of Families

At school, we encourage families to be involved by:

- Inviting them into school twice a year to discuss the progress of their child;
- Providing families with a yearly report outlining their child's achievements;
- Holding workshops for families when appropriate;
- Sending homework activities weekly to be completed by or with their child.

Families are expected to support their children's learning at home in accordance with the Home-School agreement and the Homework Policy. Daily practice of fluency, including number formation, number bonds and multiplication tables is encouraged, and later on children will also be given extended practice of reasoning and problem solving. Families agree to support their children up to the amount of weekly homework time for their year group.

Resources

Staff are encouraged to use a range of resources to ensure they are adapting to suit the individual needs of all their children.

Teachers and LSAs base their teaching on the White Rose schemes of work, and are encouraged to incorporate and adapt resources from TenTown, NumberBlocks, NRich, Hamilton, Master the Curriculum, TestBase, MyMaths and Twinkl.

For Multiplication Tables, Key Stage 2 children work through a level scheme of related tables, either on paper or using the KS2 Times Tables app, starting with the 2s, 5s and 10s from Key Stage 1, through Bronze (2s, 4s, 8s), Silver (3s, 6s, 9s), Gold (all 0-12), progressing once they can recall 40/40 facts three times. We expect that all will aim to be fluent with Gold level by the end of Year 4. From the beginning all tables are learned with the multiplication facts, inverse facts, division facts, and fraction facts. For mastery and greater depth, Platinum includes numbers to 1 decimal place, and multiples of 10, and Kryptonite includes 2 decimal places and multiples of 100, square and cube numbers, and non-unit fractions of an amount.

The Role of the Subject Leaders

- 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 always consider the diverse needs of all pupils, including EAL, SEND, PP, SS and FF;
- 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 mathematics pedagogy.

Appendices:

Agreed and signed off by the Full Governing Body on 14 July 2020
Next review: Term 6, 2020/21