

Mathematics at Bewdley Primary School.

At Bewdley Primary we want children to explore, question, trial, spot patterns, generalise and solve problems in Maths. The focus is not on rote learning but on relational understanding. Pupils are encouraged to think mathematically and are introduced to new concepts using the Concrete, Pictorial and Abstract (CPA) approach. Using real life contexts, helps children to develop skills they can use in their everyday lives. It gives Maths meaning. It makes Maths more fun!

We intend for our pupils to be able to apply their mathematical knowledge to science and other subjects. We want them to know that it is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment.

We want the children at Bewdley primary to love learning maths.

This policy explains how we teach mathematics at Bewdley Primary School in line with the 2014 National Curriculum

What?

The National Curriculum details the learning to be taught for Years 1 to 6. We teach maths using the Maths No Problem scheme, chosen because problem solving is at the heart of the mathematics. Using their subject knowledge and understanding of the children being taught, the teachers adapt and develop the lessons so they closely meet the needs of the learner. The school's calculation policy details how the formal methods of calculation will be taught throughout the school in line with MNP.

When?

Mathematics is taught daily. Where possible maths is taught in single year groups and each lesson is roughly an hour long. In addition opportunities to use and apply mathematical skills are planned for where possible across the curriculum, linking to topics. No Nonsense Number Facts is used as intervention resource – either in groups or as a whole class – to close gaps or address weaknesses.

How?

Mathematic lessons are taught through problem solving. Maths is an abstract subject and we believe that teaching with a context makes the subject more concrete. Using real life contexts help develop skills the children can use in their everyday lives. Concrete resources and pictorial representations are used wherever possible to aid children's understanding. Models are used throughout the school to support children's ability to make sense of

problems. As a result most of the Maths resources are kept in the classrooms so they are easily accessible. Measure and shape resources are stored centrally.

In addition to the daily Maths lessons, special Maths days and maths weeks are regularly organised. In order to foster a cross curricular approach to maths is linked with Science as part of STEM weeks.

Where?

It is important that Maths is taught in an exciting and enjoyable way. This includes using the outside environment as well as the classroom.

Home learning opportunities are shared with parents via the school website each half term, covering the main areas of learning.

Who?

Pupil voice – and teacher voice- is very important to reflect on as one evaluation on the quality of teaching and learning in Maths. We are always looking for ways we can improve to ensure the children reach their full potential in Maths.

Parents are invited into school regularly to join their child in their maths learning. The school organise workshops to support parents' understanding of the way in which Maths is taught in school so they are more able to support their child's learning. Parents are also regularly informed about their child's progress throughout the year.

Where next?

Teacher assessments are recorded termly. PUMA is used as a termly summative assessment. Progress is monitored by the Leader for Data and the Head teacher as well as the Maths Lead. Pupil progress meetings with class teachers focus on children who need to make accelerated progress to reach age related expectations.

CPD is planned and carried out in response to monitoring or performance management targets.