

Bonneygrove Primary School Curriculum Guidance



MATHEMATICS

INTENT

At Bonneygrove Primary School, our curriculum is designed with the ambitious goal of all pupils achieving mastery in Mathematics, regardless of their starting point. We believe that Mathematics is a key skill that helps children make sense of the world around them. Children will develop a love of the subject and an ability to connect areas of learning and solve problems across our Horizons curriculum. Through carefully constructed planning, children will build solid foundations of understanding of number, reasoning, thinking logically and problem solving. They will apply these concepts to big questions, relating to real life situations, which will spark their imagination, curiosity and inspire enthusiasm in their learning journey. During this journey, children will acquire and demonstrate a confident grasp of the mathematics relevant to their year group, so that their learning is sustainable over time and can be built upon in subsequent years.

At Bonneygrove Primary School, we believe passionately that Mathematics is important in everyday life, many forms of employment, science and technology, medicine, the economy, the environment and development and in public decision-making. Strong cross-curricular links, with science and computing, allow children to contextualise their learning and develop their problem solving skills. In history geography, children learn to understand that different cultures have contributed to the development and application of mathematics. Today, the subject transcends cultural boundaries, and its importance is universally recognised.

Pupil Voice

'I like Maths because I like doing adding and subtracting. I can use inverse to help me too! I enjoy using bead strings, number lines, tens frames and part part whole models to help me. I know how to do division now too!'

Ayaz – Year Two

'I love Maths because there are so many different strategies I can use to find my answer. In Year 5, I went to the Maths Challenge and got to share strategies with my team to find the best way to solve the problem. I want to do Maths at A level too!'

Havin – Year Six

IMPLEMENTATION

At Bonneygrove Primary School, our Mastery approach to the curriculum is designed to develop children's knowledge, skills and understanding of mathematics from Early Years to Year Six. We do this through a daily lesson that has a mix of whole class and group teaching.

During these lessons, children are encouraged to ask as well as answer mathematical questions. They have the opportunity to use a wide range of concrete resources such as number lines, Cuisenaire, digit cards and Base Ten to support their work appropriate to their age and ability level.

At Bonneygrove, children use ICT in mathematics lessons where it will enhance their learning, as in modelling ideas and methods. Wherever possible, we encourage the children to use and apply their learning in everyday situations.

In all classes, children of differing mathematical ability are given opportunities to develop curiosity and independence. We provide suitable scaffolding for learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies – in some lessons through differentiated group work and in other lessons by organising the children to work in pairs on open-ended problems or games, which helps develop their skill of collaboration. We use teaching assistants to support targeted groups and to provide immediate verbal feedback to ensure that work is matched to the needs of individuals. Reactive interventions take place in the afternoon to ensure that all children meet the learning objective.

Our Horizons curriculum offers challenging and differentiated ideas for our science topics. Experiments are woven into our curriculum to allow teachers the opportunity to model scientific skills in order to provide children a suitable challenge.

Checking for Understanding (AFL)

Each week children take part in regular fluency lessons, which revisit key concepts and prepare them for their future learning. Children are given the opportunity to practice a wide range of different topics and strategies weekly in these lessons. Children are encouraged to use self assessment in all key stages, with marking tables available in Key Stage 2. It is vital to check children's understanding to ensure progress in all lessons. Any misconceptions are addressed within the lesson, with same day interventions carried out for children that have not understood the concept, while the lesson is fresh in children's minds.

Sticky Learning

Our Essentials curriculum ensures that all new learning is linked to previously learned concepts. This helps to embed new knowledge and ensures new learning is cumulative and built on firm foundations. The curriculum also encourages frequent revisiting, reviewing and consolidation of information throughout the units so that learning is built on year after year.

Teachers make sure learning is meaningful and purposeful to children's lives by making problems relate to real life situations. We encourage children to stop and think about why things are the way they are.

In Maths lessons, children are taught strategies to help them to remember, as well as verbal rehearsal. Learning is presented in a variety of ways with the use of visual aids, modelling, active learning, discussion, role play, use of concrete resources, pictorial representations and abstract recording.

Oracy

Maths is a core subject that relies heavily on students' ability to understand new terms and concepts. Children are encouraged to 'talk like mathematicians' - discussing their ideas and explaining their thinking which aids with understanding and embeds learning.

A strong focus on vocabulary helps children understand and communicate using appropriate terminology, and the incorporation of visual aids makes learning stick. Teachers expose children to new terminology at the start of a topic and continually refer to vocabulary throughout the unit. Working walls display vocabulary cards with pictures to support meaning; speaking frames are used to support children with articulating their ideas and fluency sessions are used to reinforce vocabulary and concepts as well as to assess learning.

Learning powers

Our use of self-assessment tools promote independence and encourage a growth mindset within Maths. By encouraging children to reflect, it allows them to take responsibility for their learning. Self-assessment lets our students consider their decisions, reflect on actions, and consider/plan future processes. We encourage children to explore their own strategies, which will naturally lead to new discoveries. Children are taught to see 'mistakes' as learning opportunities which foster qualities like resilience and perseverance. We encourage a supportive maths classroom where everyone is responsible for helping each other learn, for example, through partner talk and peer support.

How do we plan for cultural capital?

At Bonneygrove, every child and family will have their own knowledge and experiences that link to their culture and wider family. Research shows that when children and families' culture is valued, both the child's experience of learning and progress can benefit (Hussein et al, 2018, p4 and Gazzard, E, 2018 in Chalmers, H and Crisfield, E 2019) Cultural capital in Maths gives children power to help them achieve their goals, become successful, and rise up the social ladder without the necessary wealth and financial capital. It helps give children the desire to aspire and achieve social mobility whatever their starting point.

The implementation of the Mathematics curriculum includes opportunities for learners to develop skills relevant to the real world such as finance, cooking, history of numbers and fundraising. Opportunities include taking part in Children in Need and NSPCC Numbers Day fundraising, Maths after school clubs, Maths through Literacy weeks, Inspirational Maths Days, history of numbers in Egyptians and Ancient Greeks, etc. Year 5 have the opportunity to take part in the Hertfordshire wide Maths Challenge.

Embedding curriculum

Our Essential's Maths curriculum, complements the National Curriculum and provides opportunities for direct links to our Golden Threads. The overarching aim is for children to become global learners and citizens. The children at

Bonneygrove have the opportunities to have their lessons enhanced by outdoor learning, given opportunities for debating and reasoning, while encouraging children to look at both local and more global issues.

Cross Curricular Links

Children are expected to make links with other areas of the curriculum within Mathematics.

English

At Bonneygrove Primary School, mathematics contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening.

Computing

At Bonneygrove Primary School, the effective use of computing can enhance the teaching and learning of mathematics when used appropriately. When considering its use, we take into account the following points:

- *Computing should enhance good mathematics teaching. It should be used in lessons only if it supports good practice in teaching mathematics;*
- *Any decision about using computing in a particular lesson or sequence of lessons must be directly related to the teaching and learning objectives for those lessons.*
- *Computing should be used if the teacher and/or the children can achieve something more effectively with it than without it.*
- *Useful suggestions as to integrating computing into units of work are given in the planning section of the Renewed Framework.*

Science

At Bonneygrove Primary School, almost every scientific investigation or experiment is likely to require one or more of the mathematical skills of classifying, counting, measuring, calculating, estimating and recording in tables and graphs. In science children will for example order numbers, including decimals, calculate simple means and percentages, use negative numbers when taking temperatures, decide whether it is more appropriate to use a line graph or bar chart, and plot, interpret and predict from graphs. There is useful information within the Renewed Framework in relation to 'cross-curricular' aspects of mathematics and science.

Art, Design and Technology

At Bonneygrove Primary School measurements are often needed in art and design and technology. Many patterns and constructions are based on spatial ideas and properties of shapes, including symmetry. Designs may need enlarging or reducing, introducing ideas of multiplication and ratio. When food is prepared a great deal of measurement occurs, including working out times and calculating cost; this may not be straightforward if only part of a packet of ingredients has been used.

History, Geography and Religious Education

At Bonneygrove Primary School in history and geography children will collect data by counting and measuring and make use of measurements of many kinds. The study of maps includes the use of co-ordinates and ideas of angle, direction, position, scale and ratio. The pattern of the days of the week, the calendar and recurring annual festivals all have a mathematical basis. For older children historical ideas require understanding of the passage of time, which can be illustrated on a timeline, similar to the number line that they already know.

Physical Education and Music

At Bonneygrove Primary School athletic activities require measurement of height, distance and time, while ideas of counting, time, symmetry, movement, position and direction are used extensively in music, dance, gymnastics and ball games.

Personal, Social and Health Education (PSHE) and Citizenship

At Bonneygrove Primary School mathematics contributes to the teaching of personal, social and health education, and citizenship. The work that children do outside their normal lessons encourages independent study and helps

them to become increasingly responsible for their own learning. The planned activities that children do within the classroom encourage them to work together and respect each other's views.

Spiritual, moral, social and cultural development

The teaching of mathematics supports the social development of our children through the way we expect them to work with each other in lessons. We often group children so that they can work together, and we give them a chance to discuss their ideas and results. The study of famous mathematicians around the world contributes to the cultural development of our children. Mathematics contributes to children's spiritual development. Children can find shapes and pattern in nature. They can see the order, logic and pattern that numbers offer.

SEN

At Bonneygrove Primary School we are proud of the provisions we have in place to help support our children with additional needs. Science is a topic that contains numerous experiments and opportunities to interact with the senses in ways that other topics cannot. However, as some children can experience sensory overload we are mindful to ensure all of our children are able to share the same experience. We have taken a holistic approach to providing for our SEN pupils and each teacher caters for each individual need of a child.

Golden Threads

Our six Golden Threads are embedded throughout the science curriculum, providing cross curricular engagement throughout each year group.

Outdoor Learning

Every year group is given the opportunity to engage with outdoor learning within number, shape, measure, etc.

Philosophy for Children

Science topics allow for big questions to be posed to the children which develops their critical thinking.

Mindfulness

Mindfulness means paying full attention to something. It means slowing down to really notice what you're doing. Being mindful is the opposite of rushing or multitasking. We encourage children to be mindful when problem solving, so that they are carried out systematically.

Growth Mindset

We believe that a growth mindset can be fostered in any child. Our problem solving and reasoning sessions allow children to develop their strategies over time and foster a "can do" mindset by trying and persevering to achieve the answer.

Ethics

By the time children leave Bonneygrove, we want them to be blossoming into responsible citizens with the real potential of making the world a better place. In Maths, children study important financial skills required later in life.

Sportsmanship

Maths teaches children the concept of 'fair play' through playing maths games to help scaffold their learning, such as dominoes when learning to subitise.

Enquiry Drivers

At Bonneygrove Primary School, we aim to support a strong improving attainment agenda in Maths. The overarching goal is to raise attainment for all, while narrowing the poverty and SEN related attainment gap. We ensure that the aims of the national curriculum for mathematics are fundamental drivers for the HfL Essential's Maths Curriculum. The national curriculum for mathematics aims to ensure that all pupils:

- Become fluent in the fundamentals of mathematics, including the varied and regular practice of increasingly complex problems over time.

- Reason mathematically by following a line of enquiry, understanding relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Can solve problems by applying their mathematics to a variety of problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

However, at Bonneygrove Primary School we create year on year, a more tailored, personalised maths curriculum that goes beyond the national curriculum statements and again reflects the needs of the school community.

How we plan for knowledge engaged curriculum?

The Maths Subject leader is integral to the planning process and understands the progression of the National Curriculum order for mathematics, which describes what must be taught in each key stage. Bonneygrove follows the primary mathematics framework using HfL Essentials, which provides a carefully planned and detailed guidance for the implementation of the order of progression and ensures continuity in the teaching of mathematics.

Every teacher in Bonneygrove has access to the framework for teaching mathematics and the curriculum map outlining progression, which has been designed by the subject leader to meet the needs of children in our school.

Early Years Foundation Stage

At Bonneygrove Primary School, children follow the early years foundation stage curriculum including the Mastering Number project. We give all children the opportunity to talk and communicate in a widening range of situation and to practise and extend their range of vocabulary and numeracy skills. They have the opportunity to explore, enjoy, learn about, and use mathematics in a wide and varied range of situations. Mathematics is planned on a weekly basis and assessed using the criteria from the early learning goals. Mathematics is taught both as a discrete subject and within the whole early years curriculum to give children opportunities to use their Numeracy skills in real life situations.

Key Stages 1 and 2

At Bonneygrove Primary School, daily maths lessons are between 45 minutes and one hour depending on the age of the children. There are medium term plans for each half term's work. There are also weekly plans, which cover the daily content of each lesson.

IMPACT

When children are ready to leave to their next phase of education, they will leave with a secure mastery of maths content, understanding of how to be morally, spiritually and culturally responsible. The children will be aware of making positive contributions to the local community and being the best they can possibly be.

In Maths, children will show confidence and believe that they will achieve well. Children will have the flexibility and fluidity to move between different contexts and representations in Maths. They will develop the ability to recognise relationships and make connections that relate to real life scenarios. Mathematical concepts and skills will be mastered when a child can show it in multiple ways, using mathematical vocabulary to explain their ideas. Children will be able to confidently and independently apply concepts to new problems in unfamiliar situations to achieve the learning objectives for their year group. Children will show a high level of pride in the presentation and understanding of their work.

We aim for our children to leave Bonneygrove respectful, skilful and ambitious with a thirst for learning and all it has to offer, so that they can strive for success throughout their lives.

Maths Policy

THE NATIONAL CURRICULUM

The National Curriculum order for mathematics describes what must be taught in each key stage. Bonneygrove Primary School follows the primary mathematics framework using Essentials, which provides detailed guidance for the implementation of the orders and ensures continuity and progression in the teaching of mathematics.

Every teacher at Bonneygrove Primary School has access to the framework for teaching mathematics and the curriculum map outlining progression, which has been designed by the subject leader to meet the needs of children in our school. In early years, the curriculum is guided by the Early Learning Goals.

Early Years Foundation Stage

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Number

The programme of Study specifies a progression of number-based skills for children to acquire as they develop their mathematical ability. In order to facilitate this, the teaching staff in Bonneygrove Primary School will ensure that:

- *Children will be encouraged to use mental calculations where appropriate*
- *Children will have the opportunity to explore strategies using a range of concrete resources to support pictorial recording before moving onto abstract concepts*
- *Children will have the opportunity to discuss and develop a range of calculation strategies using carefully planned small steps to scaffold their learning*
- *Teaching will encourage flexibility of thinking and curiosity to explore connections within mathematics*
- *Children's computational skills will be developed and consolidated using a balance between practice and application in meaningful contexts including real life problems*
- *Opportunities will be provided for children to develop their estimation skills, and will be encouraged to estimate answers before completing calculations*
- *Teaching will place a strong emphasis on ensuring children gain a sound understanding of the Place Value basis of the number system*

Shape and Space

The Programme of Study specifies a progression of skills in Shape and Space for children to acquire as they develop their mathematical ability. In order to facilitate this, the teaching staff in Bonneygrove Primary School will ensure that:

- *Teaching will place emphasis on observing and understanding the properties of 2-D and 3-D shapes*
- *Opportunities will be provided for the practical construction and investigation of shapes*
- *Children will be given opportunities to explore position and movement in real-life contexts, utilising ICT including Scratch.*

Measures

The programme of study specifies a progression of skills in measures for children to acquire as they develop their mathematical ability. In order to facilitate this, the teaching staff in Bonneygrove will ensure that:

- *Children will use a range of measuring equipment in meaningful contexts, and be encouraged to make choices regarding the most suitable equipment*
- *Children will follow a progression beginning with direct comparison, through measuring with non-standard units, to measuring with standard units with increasing accuracy*
- *Children will be given opportunities to develop estimation skills in all measures*
- *Teaching will place strong emphasis on ensuring that children understand that all measurement is approximate, and that they can make sensible decisions on the accuracy necessary in different situations.*

Handling Data

The programme of study specifies a progression of skills in handling data for children to acquire as they develop their mathematical ability. In order to facilitate this, the teaching staff in Bonneygrove will ensure that:

- *Teaching will be designed to ensure that children understand that the collection, representation and interpretation of data is a means through which real-life decisions can be made*
- *Handling data skills are used as a means of solving problems, through a four-point process: Pose a question; Collect data; organise, display & interpret data; Answer original question*
- *Children will be given opportunities to make decisions regarding what information is collected, how it is collected, how information is processed and how it is displayed including those explored on our dedicated Data Day*
- *Children will be given opportunities to apply data handling skills in a range of contexts, across subject areas including science, geography and history*
- *Children will be given opportunities to develop an increasing range of ICT based handling data skill*

Teaching Methods and Approaches

At Bonneygrove Primary School, lessons follow a Mastery approach with small steps teaching to enable children to achieve the learning objective. In reception, the aim is to have prepared the children by the end of the year for a daily 45-minute maths lesson.

The calculation policy is used within school to ensure a consistent approach to teaching the four operations over time.

Regular fluency lessons are timetabled across all key stages to ensure children develop long term memories of a variety of concepts.

The teaching of maths provides opportunities for:

- *Group work*
- *Paired work*
- *Whole class teaching*
- *Individual work*

Children engage in:

- *The development of mental strategies*
- *Written methods*
- *Practical work*
- *Investigational work*
- *Problem- solving*
- *Mathematical discussion*
- *Consolidation of basic skills and routines*

At Bonneygrove Primary School, we recognise the importance of establishing a secure foundation in mental calculation and recall of number facts before standard written methods are introduced. We ensure that age-related mathematical vocabulary is included within our planning. Children are expected to use it in their verbal and written explanations.

We endeavour to set work that is challenging, motivating and encourages curiosity to enable children to talk about what they have been learning.

Parental Involvement

At Bonneygrove Primary School, we recognise that parental involvement is an important factor in helping children achieve their best and actively encourage parents to become involved with their children's development in Mathematics through:

- *Parents' meetings twice a year, along with opportunities to look at children's work*
- *The school's 'open' attitude to visits from parents/carers, where teachers make themselves available whenever a discussion need is identified.*
- *Maths enrichment days and week*
- *Use of the Homework Materials, maths games and subscription to Numbots and TTRS online learning for use at home*
- *Half-termly curriculum newsletters informing them of curriculum information*
- *Parent Workshops on different curriculum areas yearly*

At Bonneygrove we recognise the important role display has in the teaching and learning of mathematics by having maths work displayed in the school. Every class has a 'Numeracy Working Wall' which is a visual aid to support children with their work.

Resources

At Bonneygrove, resources for the delivery of the maths curriculum are stored both centrally and in classrooms. Everyday basic equipment is kept in classrooms. Additional equipment and topic-specific items are stored centrally. There are central stores in both KS1 and KS2.

Bonneygrove uses a variety of materials to facilitate the teaching of mathematics but recognises the need for the teaching of maths to be investigative and grounded in real life circumstances wherever possible.

There is a variety of interactive resources to help with the delivery of Maths throughout the school and these are stored centrally on the staff network.

Contribution in Mathematics to Teaching in Other Curriculum Areas

English

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Assessment and Record Keeping

At Bonneygrove Primary School we are continually assessing our children and recording their progress. We see assessment as an integral part of the teaching process and endeavour to make our assessment purposeful, allowing us to match the correct level of work to the needs of the children, thus benefiting the children and ensuring progress. Children in years 2 and 6 will sit SATs papers at the end of every term with years 1, 3, 4 and 5 sitting termly RS LIMA assessment papers. These results inform both subject leader and teachers of any gaps within their understanding.

Reporting

At Bonneygrove all parents receive an oral termly report of their child's progress and an annual written report on which there is a summary of their child's effort and progress in mathematics over the year. Parents also have opportunities to discuss progress at two parent's evenings and an open day. Within half-termly curriculum newsletters parents will receive information on new learning that will take place in mathematics for their child.

Equal Opportunities

As staff members we endeavour to maintain an awareness of, and to provide for equal opportunities for all our children in mathematics. We aim to take into account cultural background, gender and Special Needs, both in our teaching attitudes and in the published materials we use with our children.

Special Educational Needs

Wherever possible we aim to fully include SEND children in the daily mathematics lesson so that they benefit from the emphasis on oral and mental work and by listening and participating with other children in demonstrating and explaining their methods. These children will be given smaller steps that are carefully scaffolded to ensure that they are able to achieve the learning objective.

Where necessary teachers will, in consultation with the SENCO, draw up a target within an Individual Educational Plan for a child. If a child's needs are particularly severe, they will work on an individualised programme written in consultation with the appropriate staff.

When planning teachers will try to address the child's needs through simplified or modified tasks or the use of support staff.

Role and Responsibilities of Mathematics Subject Leader

- *Monitor planning, teaching and learning in mathematics, to ensure continuity and progression.*
- *Ensure there is well sequenced and progressive curriculum map which contains the key knowledge, skills and vocabulary children need to be procedurally fluent in mathematics.*
- *Monitor standards in mathematics throughout the school, including SEND, more able, LAC, etc.*
- *Identify strengths and areas for improvement and to lead and drive improvements within the school.*
- *Keep up to date with new initiatives and train staff on these (also to facilitate in or out of school training for staff).*
- *Feed back to the Headteacher on standards in mathematics*

Monitoring and Review

The subject leader supports colleagues in their teaching, by keeping informed about current developments in mathematics, and by providing a strategic lead and direction for this subject; gives the headteacher an annual summary report in which he evaluates the strengths and weaknesses in mathematics and indicates areas for further improvement.

At Bonneygrove Primary School, the subject leader uses allocated management time to review evidence of the children's work, and to observe mathematics lessons across the school. The quality of teaching and learning in mathematics is monitored and evaluated by the headteacher as part of the school's agreed cycle of lesson observations. A named member of the school's governing body is briefed to oversee the teaching of mathematics. The mathematics link governor meets regularly with the subject leader to review

This policy will be reviewed at least every three years.