



Our School Vision is to work as a community within the school's Christian ethos.

We learn about world faiths alongside our Christian Values to work towards creating an Outstanding school where all can flourish. Through the provision of a broad and balanced curriculum we encourage every child to develop lively, creative and enquiring minds enabling them to become confident individuals who reach their full potential and succeed in Modern Britain.

Our school works in partnership with the church and the wider community to give a caring and nurturing environment. Together we enable and equip each child to "I have come that they may have life, and have it to the full" (The Gospel of John - Chapter 10, verse 10).

We will realise our Vision through the following aims:

- demonstrating, as a Church school, our Christian values in action
- consistently high standards of teaching
- providing a happy, healthy and secure environment where all are respected, valued and encouraged to contribute
- excellent leadership and governance
- encouraging a love of learning by participating in experiences full of opportunity and creativity
- pursuing excellence in every aspect of school life, supporting one another and celebrating the achievements of all
- a partnership of pupils, teachers, parents, governors and the local community
- targets are challenging and achievable.

INTRODUCTION

Mathematics is a core subject in the National Curriculum. This policy outlines the purpose, nature and management of the mathematics taught in our school. For any further information or confirmation, please contact **Toby Hone (Mathematics Leader)**.

BARMBY MOOR CE PRIMARY SCHOOL INTENT, IMPLEMENTATION AND IMPACT

Traditionally, Maths has been taught by memorising key facts and procedures, which tends to lead to superficial understanding that can easily be forgotten. At Barmby Moor, we believe that children should be able to select which mathematical approach is most effective in different scenarios.

All pupils can achieve in mathematics! There is no such thing as a 'Maths person', that is the belief that some pupils can do maths and others cannot. A typical Maths lesson will provide the opportunity for all children, regardless of their ability, to work through Fluency, Reasoning AND Problem Solving activities.

Intent

Maths is a journey and long-term goal, achieved through exploration, clarification, practice and application over time. At each stage of learning, children should be able to demonstrate a deep, conceptual understanding of the topic and be able to build on this over time.

There are 3 levels of learning:

- Shallow learning: surface, temporary, often lost
- Deep learning: it sticks, can be recalled and used
- Deepest learning: can be transferred and applied in different contexts

The deep and deepest levels are what we are aiming for.

Implementation

All pupils, when introduced to a key new concept, should have the opportunity to build competency in this topic by developing their fluency. Pupils are then encouraged to reason and problem solve within each topic once they have become fluent to deepen their understanding and apply knowledge. We will ensure to deliver maths in this way by using the White Rose Schemes of Learning from EYFS up to Year Six.

The White Rose Scheme of Learning uses a mixture of concrete manipulatives and pictorial representations to build confident mathematicians before using abstract concepts to challenge pupils. The scheme also includes daily opportunities to develop their fluency, reasoning and problem solving skills.

Pupils in EYFS learn carefully through planned teacher inputs, adult-led activities, areas of provision and the high quality facilitation of child-led explorative play.

Pupils in Years 1 to 6 receive a daily maths lessons which includes a times table practice in Years 1 - 6 to develop fluency and recall, as well as regular use of stem sentences to develop language to enable mathematical reasoning.

Impact

- Quick recall of facts and procedures.
- The flexibility and fluidity to move between different contexts and representations of mathematics.
- The ability to recognise relationships and make connections in mathematics.

A mathematical concept or skill has been understood when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations.

SPOKEN LANGUAGE

The national curriculum for mathematics reflects the importance of spoken language in pupils' development across the whole curriculum - cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary and presenting a mathematical justification, argument or proof. They must be assisted in making their thinking clear to themselves as well as others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

Staff must promote and use precise mathematical language at all times. Staff should display mathematical terminology for the aspect they are teaching upon the working wall. Staff should correct children when they use the incorrect terminology - e.g. "big hand" should be "minute hand"

MULTIPLICATION

Children across KS1 and KS2 take part in TT Rockstars. This is an app in which children focus on particular times tables. They can complete this within school and within their own time at home. This is to build speed of recall.

Pupils within Years 3 & 4 also participate in an electronic times table check each half term so that teaching staff can support pupils with any gaps in their table knowledge.

KS1 pupils should only progress as far as $\times 10$, 2 & 5 times tables (as per NC 2014).

Y3 pupils should only progress as far as $\times 8$ times table (as per NC 2014).

Y4 and UKS2 pupils should progress through all times table stages with no limit.

Achievements on TT Rockstars are shared in awards assemblies with certificates given for participation and achieving faster speed of recall.

LOWER ATTAINING PUPILS AND SEND

Lower attaining pupils will normally work on the same topics as the rest of the class, but activities will be planned to enable them to succeed. They may at times be working from the related objectives for year groups below their peers (pre-requisite objectives). They will often be working in smaller adult to child ratio groups, where the teacher or teaching assistant will be able to give each child extra support and input.

SEND pupils should have specific targets each term for mathematics where appropriate, which are shared with parents as part of termly meetings on their pupil passport. Teachers and teaching assistants work on these specific targets through lesson activities and through interventions outside of main lessons.

Interventions

Interventions may take the form of: early morning maths groups before school or intervention groups during collective worship. Pupils in intervention groups may focus on pre-requisite skills from previous year groups to ensure they have the building blocks in place to allow them to make further progress.

EQUAL OPPORTUNITIES

All children have equal access to mathematical activities. We pay particular attention to ensuring there is no gender bias in materials or in access to resources, including Computing. Teachers should pay attention to the equal distribution of their questions across all groups. Any displays and references to mathematics in society, should show positive role models of gender, race, ethnicity and disabilities.

COMPUTING

The use of Computing is an integral part of mathematics teaching and learning. Teachers will use a range of internet based resources and programmes such as TT Rockstars to enhance their teaching. Children will also have access to programmes at home by using individual passwords to access the programme.

Passwords for pupils can be printed by the class teacher once they have logged into their account.

HOMEWORK

Homework should be given as a consolidation or extension of work covered in school. Homework is set using either Dojo or via paper-based copies. A paper-based option is always provided to ensure all pupils can access homework.

Homework should be set on a Friday to be handed in on the following Friday.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

There are many opportunities to develop a sense of wonder in mathematics, e.g. in structure and patterns of shape and number, in concepts such as probability and infinity. Teaching should also emphasise that the mathematics we know and use today is the result of human activity over a very long period of time and in many diverse cultures across the world.

Misconceptions should be explored within lessons and children should be reassured and praised for trying. Staff should guide pupils to reflect on their misconceptions and learn from them.

PLANNING

Staff have access to White Rose Premium resources and Schemes of Work to support planning and preparation. There is no expectation for staff to produce weekly or daily planning. This in turn helps to reduce teacher workload.

None of the above describes differentiation in any detail. It is expected that for each unit of work, the class teacher adapts, simplifies and extends the objectives and tasks for the specific needs of their class.

ASSESSMENT

Formative Assessment (Teacher Assessment/Assessment for Learning) is carried out informally during the course of teaching by looking at the National Curriculum criteria. It enables the teacher to identify a child's understanding and progress in particular aspects, to inform their immediate teaching and to plan for their coming lessons. This can be used:

- to provide information to support progression in learning through planning;
- to provide information for target setting for individuals, groups and cohorts;
- to share learning targets with children;
- to involve children with self-assessment;
- to help pupils know and recognise the standards they are aiming for;
- to raise standards of learning;
- to identify children for intervention;
- to inform parents and other interested parties of children's progress;
- to complete a critical analysis and self-evaluation of the school in order to set challenging objectives for whole school improvement; and
- to know when to provide pupils with reasoning or problem solving tasks within lesson.

Staff are expected to 'live mark' using tickled pink and green for growth during lessons. This enables teaching staff to assess pupil understanding quickly and intervene at the very earliest opportunity if pupils require further support (which is then provided in the lesson). Teachers are not expected to carry out marking outside of the lesson, however there is an expectation that all pupils' work will have received 'live marking' every lesson. Teaching assistants can be directed to mark using pink and green to assist with 'live marking'. Written feedback is not necessary as our school feels that verbal feedback within the lessons is more effective at securing progress.

Summative Assessment

Throughout the term, staff will complete 'end of block' summative assessments (which can be found on White Rose) to assess how well children are attaining and progressing at the level for their year group. These assessments will take place once a unit (for example, place value) has been completed.

NFER end of term assessments will be used at the end of each school term by Years 1, 2, 3, 4 and 5. Pupils in Year 6 may complete previous SATs papers in place of this. All teachers will then use these results, along with their individual knowledge of each child to provide an accurate teacher assessed level, in line with the National Curriculum end of year descriptors.

Staff in EYFS work collaboratively to regularly assess pupils in EYFS using the development matters framework to ensure children are making expected progress.

Sonar is used to record summative data and track pupil progress within mathematics at the end of each term. Any assessment throughout the term can be used to update statements on Sonar. This data can then be analysed by the head-teacher and maths leader.

Statutory Assessment

- Pupils in EYFS will be assessed at the end of the academic year against the early learning goals.
- In Year 4, pupils participate in the electronic multiplication check in the summer term.
- Children in Year 6 participate in KS2 SATs respectively which are marked externally: these assessments confirm pupil attainment in place of teacher judgement.

REPORTING TO PARENTS

Reporting is carried out through the regular parent / teacher consultation meetings and pupil progress written reports each term. Parents are given teacher assessment results at the end of each term and additionally in EYFS, Year Four and Year Six, the results of statutory national curriculum assessments. They should be provided with information on children's areas of strength and weakness and on their rate of progress in mathematics.

THE ROLE OF THE MATHS LEADER

- Take the lead in policy review and development;
- Support colleagues in the development of planning, assessment and record keeping activities;
- Keep up-to-date on local and national initiatives and disseminate information;
- Take responsibility for the purchase and organisation of mathematical resources;
- Analyse pupils' test results to inform future policy, set school targets for mathematics in conjunction with the senior leadership team, and to assist staff in setting individual pupil and group targets;
- Take the lead in writing the mathematics section of the School Improvement Plan; and
- Encourage the professional development of staff.

THE ROLE OF TEACHING ASSISTANTS

- In the oral and mental starters the Teaching Assistant should sit with an identified group of children and should model what the teacher is doing using similar or adapted resources.
- In the main activity they should be assisting a group of children to complete a piece of work planned by the teacher.
- In plenaries they should encourage pupils they have worked with to feed-back and contribute to the overall session.

Date: September 2025

Review: September 2026

Toby Hone (Mathematics Leader)