



ODST
Oxford Diocesan
Schools Trust

Bampton CE Primary School and Nursery

Learning together with Respect, Friendship and Perseverance



School Vision Statement

We endeavour to enable all individuals in our school community to learn together, grow in respect, tolerance and understanding of the world in which we live and embrace Christian values, to be the best that we can be.

Title of Policy	Maths Policy
Date Adopted by the Governing Body	July 2020
Review Date	July 2021
Signed by the Chair of Governors	

School Curriculum Intent

At Bampton CE Primary School our intent is to:

- ensure our pupils think of themselves as mathematicians and are willing to take risks
- develop an independence, confidence and resilience when faced with mathematical challenges will stay with them throughout their lives.
- provide all children with a range of opportunities to explore mathematics following a mastery curriculum approach to deepen understanding
- develop fluency, mathematical reasoning and the capability to solve increasingly sophisticated problems in line with EYFS Framework and the National Curriculum 2014 expectations.
- ensure children have access to high-quality teaching that provides both challenge and support

School Curriculum Implementation

We support children's learning through 'Concrete – Pictorial – Abstract' approach, to ensure that children develop a deeper understanding of what they are learning whilst making connections within and across topics. Children throughout the school are encouraged to use concrete resources, pictorial representations and jottings to support their own learning.

Teaching of Fluency is developed through regular arithmetic sessions practising key skills, repeating, reinforcing and revising in response to individual needs. Children are given time to practice and perfect their calculation strategies and embed key facts such as multiplication tables and number bonds. These are learnt to a point of automaticity to enable pupils to focus on new concepts.

Opportunities to reason and solve problems regularly are also provided in all areas of mathematics, this allows for a deep and secure understanding. Blue Dot Challenges are designed to stretch pupils' thinking, develop their understanding by justifying and proving their answers.

Impact

- Pupil Voice and work scrutiny shows children experiencing challenge and success in Mathematics and show confidence in believing this can achieve and the ability to make the connections needed to enjoy greater depth in learning
- Demonstrate a quick recall of facts and procedures and the flexibility and fluidity to move between different contexts and representations
- Achieve or master age relates standards based on in house assessment (Target Tracker), in line with EYFS Framework and the National Curriculum

Journey towards a mastery approach

At Bampton CE Primary School we are beginning to develop a mastery approach to teaching Maths. We do not believe in the idea that a large proportion of people ‘just can’t do maths’ and we encourage all pupils to believe that by working hard at maths they can succeed.

Pupils are mostly taught through whole-class interactive teaching, where the focus is on pupils working on broadly the same lesson content at the same time. Lessons are designed to provide a carefully sequenced journey through each learning step: a teaching hook, identifying the new mathematics that is to be taught, the key points, the difficult points and an opportunity to practice new learning in groups or individually. This practice both reinforces pupils’ procedural fluency and draws attention to patterns, structure and mathematical relationships, thus providing ‘intelligent practice’ and the opportunity to deepen conceptual understanding.

We believe in a keep up rather than catch up approach to learning. The amount of support needed for every child to achieve new learning is carefully considered within the lesson design. Pupils are challenged to use a variety of strategies to tackle problems logically and independently, using what they already know.

Planning

Teachers in each year group use the White Rose Maths Hub Small Steps and Power Maths Teacher Books to assist planning. This is supplemented by high quality resources such as NRich and NCETM to support, stretch and challenge all children within the classroom. Leaders and teachers decide how the children in their class will be best supported and challenged for different areas of maths and how best to use resources and planning from these schemes.

Long- and Medium-Term Planning

At Bampton CE Primary School, the mapping of Mathematics across the school shows clear progression in line with age related expectations (see Target Tracker End of Years Expectations). Our yearly overviews are updated annually and our medium-term plans are updated termly, in response to data and in-house monitoring of teaching and learning. Staff at our school use their professional judgement when deciding if certain areas of maths need to have more or less time spent on them.

Quality of Teaching and Learning

At Bampton CE Primary School The quality of teaching and learning in mathematics is assessed on a variety of ways, including learning walks, lesson observations, pupil voice, staff questionnaires, book scrutiny, in-house and across school moderation, formative and summative assessments and data analysis.