
Binsted CE Primary School

Maths Policy



Faith, Hope & Love

Introduction

At Binsted School we believe that Mathematics is an essential tool for building on everyday life skills. We aim to develop children's mathematical fluency so that children will confidently and successfully undertake mathematical activities both in the classroom and the world beyond. As children become fluent in the language of Mathematics and become increasingly able to reason and explain their thinking mathematically they are more able to solve problems in a range of contexts, noting connections between areas of Mathematics and proving their answers by using a wide range of mathematical thinking. Most importantly we aim to make sure every pupil has a love of learning Mathematics through enthusiastic and engaging teaching.

National Curriculum aims

The national curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Specific Aims

As they progress through the school our pupils are encouraged to;

- work to the national age expectation, which means they will be taught in greater depth so they are secure in their learning to ensure that the children are fluent in the concepts and mathematical thinking for their age expectations.
- work with many practical and pictorial representations and models to develop a deeper understanding of concepts in Mathematics.
- know by heart number facts such as number bonds, multiplication and division facts, doubles and halves.
- use what they know by heart to solve mental calculations.
- use formal and informal methods of calculations.

- make sense of problem solving activities, such as word problems, multi-step problems, open ended problems and investigations. To use a range of problem solving strategies such as the heuristics.
- explain their methods and reasoning using correct mathematical terms.
- work systematically where the task requires a careful accurate approach, as well as the ability to show imagination.
- know how to check their answers by using sensible strategies such as the inverse.
- suggest suitable units for measuring and make sensible estimates of measurements.
- use mathematics effectively as a tool in a wide variety of situations
- work with a partner or a group to talk in order to stimulate and develop a curiosity for mathematics.

We use a variety of curriculum resources, including the National Curriculum Programs of Study, White Rose Maths Hub Schemes of Work, Nrich and NCETM (National Centre for Excellence in the Teaching of Mathematics) resources which ensure continuity and progression in teaching of Mathematics.

Planning and Assessments

Teachers plan and deliver lessons that suit the individual learning styles of the children within the group. Children are given opportunities to engage in fluency, reasoning and problem solving activities on a daily basis to demonstrate their understanding. Mental Maths activities will be carried out regularly throughout the whole school to improve children's mental ability. Times tables will be tested weekly. Houses will go head to head in a times tables tournament each term.

To inform planning and to assess children's progress teachers will carry out a range of summative and formative assessments and keep a record of the achievements of the end of year objectives. Assessment for learning will be used to identify any necessary intervention, including 'same day intervention'. Children are provided with feedback either verbally or through written marking in line with the school's marking policy.

Approved by Staff:

Approved by Governors:

Review date: February 2024

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Next review: February 2025