

## Intent:

- At Bolton Primary School, we believe mathematics is an important part of children's development throughout school, right from an early age. We intend on delivering a curriculum which allows children to be a part of creative and engaging lessons that will give them a range of opportunities to EXPLORE mathematics following a mastery curriculum approach.

## Implementation:

- Our mastery approach to the curriculum is designed to develop children's knowledge and understanding of mathematical concepts from the Early Years through to the end of Y6.
- Follow WRM from Y1 – Y6 and EYFS curriculum.
- Maths lessons are taught daily and are progressive, supporting skill development.
- Daily, 'Fluent in 5' to practise fluency skills - KS2
- 'Mastering Number' - EYFS and KS1

## Impact:

- Children demonstrate a quick recall of facts and procedures. Children show confidence in Believing that they will achieve. Each child achieves objectives (expected standard) for year group. The flexibility and fluidity to move between different contexts and representations of maths. The chance to develop the ability to recognise relationships and make connections in maths lessons. Mathematical concepts or skills are mastered 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.
- Clear progression of knowledge and skills
- Improved outcomes for children
- Children understand why they are learning skills and how they may lead to future developing aspirations
- A thirst for understanding maths and the role it plays in the wider world.

## Monitoring & Assessment:

NTS termly assessments.  
Maths Ages  
End of Unit assessments - at teacher's discretion  
Weekly, 'Big Maths' CLICs, Learn Its and SAFE AfL and marking books

## SEND:

- Maths intervention groups or support sessions, as identified on support plans
- Weekly, 'Clinic' available for all classes - children can ask for time with an adult to help with current learning

## Subject: Maths



## Planning:

- Long term planning is based on the national curriculum. Long term mathematics plans are based on Mixed-age coverage from White Rose Maths, which adheres to the Maths Mastery approach.
- Medium term planning is carried out termly and is developed from the long-term plan.
- Short term planning is carried out weekly and evaluated on a daily basis to ensure the needs of children are met.

## Strengths:

- Successful deep dive in January 2020
- Maths has been a focus in school since 17/18
- Big Maths was introduced in all classes 17/18
- White Rose introduced in Autumn 19
- Ruth, Debbie and Bianca have completed Maths Mastery training and the school - remains as part of the NNW Maths Hub.
- Whole school staff training and at least half-termly maths meetings to measure impact
- Governor monitoring
- Monitored each other's lessons
- Maths workshop for parents in 17/18
- Help at home workshop covering maths for each class 19/20
- Homework tasks linked to maths work in class
- Clinic for children with gaps; offered by all classes
- Focus on times tables in school – Introduced 'Multiplication Ninja' and TTRockstars Sep 20
- New NTS assessments more in line with SATs – NTS Rising Stars
- Use of Ready to Progress materials to assess gaps Sept 21
- Mastering Number programme is in place in KS1 and EYFS Sept 21 Teachers select what works well from White Rose Maths and supplement with other materials
- Introduction of structured daily 'Maths fluency' at the beginning of maths lessons has had a positive impact, in particular KS2

## Next Steps:

### 1. Focus: Quality of Education

Further develop Maths Fluency and Reasoning  
Reassess how Clinic works and introduce for children that are greater depth in maths as well as those children with gaps.

### 2. Focus: Behaviour and Attitudes

Working walls in each class

### 3. Focus: Personal Development of Children

Use of 'concrete' approach, particularly within KS1 and EYFS and good use of representations  
Increased opportunities for children to work collaboratively – to develop maths mastery  
For children in UKS2 to be involved in 'Enrichment' maths activities within our local cluster of schools.

### 4. Focus: Leadership and Management

To continue to monitor progress made in maths - with use of termly assessment data. Analysis to identify areas of strength/need of development for the following term.  
Continue to be part of the 'Maths Mastery' hub.  
Continue to monitor teaching and learning through lesson observations, book scrutiny, pupil interviews and learning works. Involvement of subject link governor.

# EYFS

ELG 11 – Have a deep understanding of number to 10, including the composition of each number.

Subitise (recognise quantities without counting) up to 5.

Automatically recall (without reference to rhymes, counting, or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10 including double facts.

ELG 12 – verbally count beyond 20, recognising the pattern of the counting system.

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than, or the same as the other quantity.

Explore and represent patterns within numbers up to 10 including evens and odds, double facts, and how quantities can be distributed equally.