



SUBJECT ON
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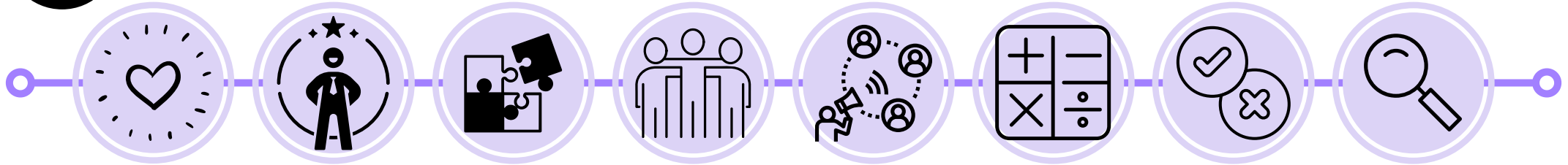
Maths

AT BROUGHTON PRIMARY SCHOOL, WE BELIEVE THAT MATHS IS AN INTEGRAL PART OF THE CURRICULUM, ONE WHICH CAN BE USED TO SUPPORT OTHER SUBJECT AREAS AS WELL AS STANDING ON ITS OWN.



Intent

WE AIM TO:



To instil a positive attitude towards the subject and an awareness of maths in the real world.

To help children become competent and confident when using mathematical concepts and skills.

To give children the tools to reason and solve problems by working logically and systematically.

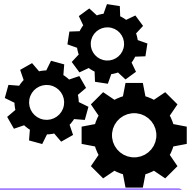
To give children the opportunity to work individually or as a group and let them use their initiative to choose.

To promote communication, share work and learn from mistakes.

To use and apply their learning in real life and across the curriculum.

To encourage children to reflect on their learning by addressing strengths and weaknesses.

To help children develop and understanding of maths through enquiry and investigation.



Implementation

HOW DO WE ACHIEVE THIS?

Our Approach:

We are on our Maths Mastery journey and we reject the idea that some children 'just can't do maths' and instead we like to accept, with the right support, that all children can do well. We follow the concrete-pictorial-abstract (CPA) approach which helps support the children's learning and understanding of the maths and the meaning behind the concepts we are teaching.

Our Lessons:

Broughton Primary School, we follow the White Rose Maths Scheme of Learning. Teachers adapt the lesson sequences to fit the needs of their learners. Teachers have access to different resources to supplement those provided by White Rose and activities are carefully chosen to ensure progression.

Activities are chosen to provide children with different opportunities throughout a given unit for example, through independent work, group work or investigations. Children undertake varied fluency tasks in order to embed the skill they are learning, this may be supported by providing the children with physical materials so all children can access the same learning.

Once skills are secure, children are challenged with problem solving tasks appropriate to their level.

Lessons may vary in structure depending on the needs of the class and the topic they are studying at the time.

Maths is also used throughout the curriculum and is included where suits and adds to the children's learning. You may see graphs in Science, map work in Geography or shape in Art and DT.

Intervention

In order to help children become more confident and enjoy maths, we do identify children that need intervention and arrange that for them. We do not want children pulled out of maths lessons as we believe that creates more gaps and children fall further behind their peers. So, instead we run intervention in addition to the school day, during assembly times or even before school starts with an STA. This has received resounding positive feedback from children, staff and parents.

Key Skills

Throughout the school, depending on their year group, children learn certain facts, such as, subitising, number bonds, doubles and times tables. Children are then encouraged to use their facts to help them solve problems mentally and aid them in their maths lessons. The children learn these in a variety of ways such as, songs, chants, games, and apps - such as Times Table Rockstars and White Rose Maths' 1 Minute Maths.

Attitude:

We want resilient children here at BPS, children that aren't afraid of giving it a go, admitting they were wrong or making a mistake or two. We want the children at BPS to understand that mistakes show us that we are learning. Teachers make the most of any mistakes in lessons, they share them, celebrate them and discuss what has gone wrong so that they can amend their work. Bravery and persistence is praised and acknowledged by teachers in an effort to show that maths isn't always about getting the right answer instantly.

Home Partnership

Here at Broughton Primary School, we pride ourselves on the relationship we have with our parents. When it comes to maths, homework differs from year group to year group. In the younger years it may be bringing home games and activities to do with their family, whereas children further up might bring home tables or facts to learn or an activity to complete on Seesaw. We also share log ins for sites we use in school for things such as TTRS (Times Tables Rock Stars) and 123 Maths so they can access them from home.

Professional Development

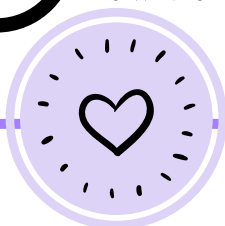
Here at Broughton Primary School, we are involved in numerous projects to develop maths in our school. The projects involve improving subject knowledge of teachers, supporting TAs to provide high level interventions and how to support number sense in EYFS & KS1. Staff are keen to take part in new projects, learn and implement anything that they feel will help their children learn and become better mathematicians.

Subject Monitoring

In order to monitor the progress of maths at BPS, the subject leader will given time to perform observations, learning reviews and student/teacher interviews. The subject lead will also lead planned in staff meetings to share any findings and relevant research.

Impact

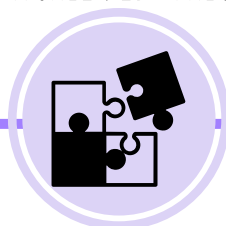
HOW DO WE KNOW WE HAVE ACHIEVED THIS?



Children enjoy maths, look forward to lessons and talk enthusiastically about the subject.



Children can speak confidently about their learning and assessment data will reflect this.



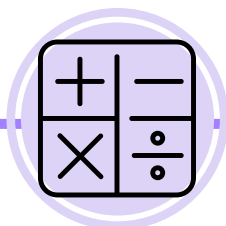
Children can solve problems effectively and efficiently.



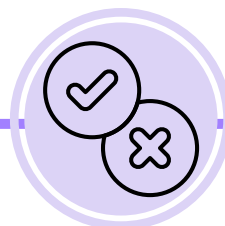
Children are happy to work in a variety of ways and are able to choose which suits the task given.



We have resilient children who are not afraid of being wrong and understand it is part of the process.



Children use their skills in all areas of school and understand that maths is needed in day to day life.



Children understand where they are stronger and where they need to develop or need support.



Children enjoy opportunities to investigate maths and ask and answer their own problems.