

Mission Statement

‘Let Your Light shine to all’

(John Wesley)

Through exciting opportunities in lessons and the wider curriculum our children become well rounded, caring changemakers in our world. Each child is at the heart of all we do to ensure they become the best they can be and are meant to be.

Intent

The intent of our mathematics curriculum at Burscough Bridge Methodist School is to provide a curriculum that is accessible to all and will maximise the development of every child’s ability, enabling them to fulfil their potential. We aim to ensure that children recognise the importance of mathematics in the wider world and that they are also able to use their mathematical skills and knowledge confidently in their lives in a range of different contexts. Our aim is that all children will develop an enjoyment of mathematics and experience a success in the subject with the ability to reason mathematically. We want children to realise that mathematics has been developed over centuries and that it is essential to everyday life, critical to science, technology, engineering and necessary for financial literacy and most forms of employment. We are committed to developing children’s curiosity about mathematics and its power.

Aims

The aims of the National Curriculum are for our pupils to:

- Become fluent in the fundamentals of mathematics through varied and frequent practice with complexity increasing over time.
- Develop conceptual understanding and ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically; follow a line of enquiry, conjecture relationships and generalisations.
- Develop an argument, justification and proof by using mathematical language.
- Problem solve by applying knowledge to a variety of problems. Breaking down problems into simpler steps and persevering in answering.

The purpose of mathematics in our school is to develop:

- positive attitudes towards the subject and awareness of the relevance of mathematics in the real world
- competence and confidence in using and applying mathematical concepts and skills
- an ability to use and apply mathematics across the curriculum and in real life
- an understanding of mathematics through enquiry and investigation
- an ability to solve problems, to reason, to think logically and to work systematically and accurately
- initiative and motivation to work both independently and in cooperation with others
- confident communication of maths where pupils ask and answer questions, openly share work and learn from mistakes

Curriculum and Subject Content

The National Curriculum sets out year by year programmes of study for key stages 1 and 2. This ensures continuity and progression in the teaching of mathematics. Teachers are responsible for ensuring that all relevant statutory content is covered within the school year.

The EYFS Statutory Framework sets out standards for learning, development and care of children and supports an integrated approach to early learning. This is supported by the 'Development Matters non statutory guidance.

The EYFS Framework in relation to mathematics aims for our pupils to:

- develop and improve their skills in counting
- understand and use numbers
- calculate simple addition and subtraction problems
- describe shapes, spaces and measures

Teaching and Learning

Teaching in maths should develop children's understanding of important concepts, techniques and recall of facts enabling children to learn independently.

Careful planning and preparation ensure that the school children engage in:

- practical activities and games
- problem solving to challenge
- individual, paired, group and whole class learning
- open and closed tasks
- range of methods of calculating e.g. mental, pencil and paper
- working with computers as a mathematical tool.

Planning

Long term Planning

The National Curriculum for Mathematics, Development Matters and the Early Learning Goals (Number, Shape Space and Measure) provide the long term planning for mathematics taught in school.

Medium term planning

In school we use the White Rose Maths Hub schemes of learning as medium term planning documents.

These schemes of work provide teachers with exemplification for maths objectives and are broken down into fluency, reasoning and problem solving which are key aims of the National Curriculum. There is a real commitment to developing the understanding of number.

Short term planning

The above schemes of learning support daily lesson planning which are built on considering the needs of children in each class with thought to where children are now and what steps they need to take next.

Lessons

All classes have a daily mathematics lesson where the emphasis is to make teaching interactive engaging the children to talk about mathematics.

Lessons involve elements of

- instruction – giving information
- demonstration – showing, describing, modelling mathematics using appropriate resources and visual aids
- explaining and illustrating
- questioning and discussing
- consolidating
- reflecting and evaluating
- summarising and identifying next steps

Number:

As a school we have recognised the importance for children to have a clear understanding and knowledge of number. As a result of this during the autumn term we have a real emphasis on developing the children's knowledge and skills in this area. This is continued into the spring and summer terms with one to two lessons a week being set aside purely for number work.

We also have a daily focus on mental maths with the children working on the quick recall of number and times table facts using resources such as 'Big Maths', 'Times Table Rock Stars' and 'Hit the Button'.

Resources

In order to support the delivery of maths lessons the school has a range of resources available. Within the classroom each set of tables should have maths resources available to the children including basic resources such as number lines, 100 squares, rulers, counters, base 10 etc. Other specific resources are stored in a central resource area.

Assessment

Assessment is an integral part of teaching and it is a continuous process.

Teachers make assessments of children through:

- regular marking of work
- analysing errors and picking up on misconceptions
- asking questions
- listening to discussions
- making observations

Whole school progress meetings are held each term where data is collected for the progress tracker.

Special educational needs and disabilities (SEND)

Daily mathematics lessons are inclusive to pupils with special educational needs and disabilities. Where required children's IEP's incorporate suitable objectives from the National Curriculum for mathematics or Development Matters. These targets are worked on within the lesson as well as during intervention sessions. Maths focused intervention in school helps children with gaps in their learning and their understanding particularly of number. These are delivered by trained support staff.

More Able Pupils:

Mathematical topics are taught in blocks, to enable the achievement of 'mastery' over time. Each lesson provides the more able children the means to greater depth, with these children being offered rich and sophisticated problems as well as exploratory, investigative tasks within the lesson as appropriate.

Equal Opportunities

We aim to create equality of opportunity for all our children, whatever their abilities, background or gender and give them chances to demonstrate what they know, understand and can do.

