



Dishforth Airfield Primary School: Mathematics Vision Statement

We believe that every child can master an understanding and love of maths with the right kind of teaching and support.

Mathematics teaches us how to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics.

We aim that all pupils are taught through a metacognitive approach so that they:

- Become **fluent** in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Can **solve** problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios.
- Can **reason** mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.

At Dishforth Airfield Primary School, our Mathematics curriculum has been developed to ensure every child can achieve excellence in mathematics. Children can experience a sense of awe and wonder as they solve a problem for the first time, discover different solutions and make links between different areas of mathematics. It provides pupils with a deep understanding of the subject through a concrete, pictorial and abstract approach. This ensures pupils fully understand what they are learning.

Key features of our Maths curriculum:

- High expectations for every child
- Fewer topics, greater depth using a metacognitive approach
- Number sense and place value come first
- Focus on mathematical thinking and language
- Resources to support
- Problem solving is central
- Calculate with confidence– understand why it works

Mathematics Mastery places emphasis on the cumulative mastery of essential knowledge and skills in mathematics. It embeds a deeper understanding of maths by utilising a concrete, pictorial, abstract approach so that pupils understand what they are doing rather than just learning to repeat

routines without grasping what is happening.



Organisation of teaching and learning

Teaching and learning in all three key stages takes place in a range of environments.

Early Years Foundation Stage

In the Early Years Foundation Stage (EYFS), teaching is planned through adult supported teaching and learning. Daily opportunities to informally develop mathematical understanding through child-initiated activities and routines are capitalised upon.

Key Stage 1 and 2

In Key Stage 1 (KS1) and 2 (KS2), teaching follows the National Curriculum and White Rose Hub materials. This involves a daily Earlybird activity when children start the school day with a calculation focus or recapping previous objectives, a daily mathematics lesson, an Afternoon bird at 1pm that focuses on reasoning and problem-solving and, where appropriate, pre/ post teaching sessions / interventions.

Planning

At Dishforth Airfield, we use the White Rose Mathematics Hubs resources to support us in our planning.

- Long term plans map out the units to be covered each term, during each Key Stage.
- Medium term plans identify learning objectives and outcomes for each unit, as well as indicating the skills being taught.
- Short term plans prepared by each teacher, highlight the skills and objectives of the lesson, and identify resources and appropriate differentiation. They also indicate key questions and stem sentences.

Structure of a lesson

1. Daily counting
2. Mental / oral starter which links to a different aspect of the maths curriculum each day, such as a focus on statistics, shape, time, mental calculations. These aspects are expanded on every week in order to develop children's working memory.
3. A metacognitive approach to teaching and learning:
 - Explicitly teach metacognitive strategies - activating prior knowledge, independent practice and structured reflection
 - Modelling by the staff, verbalising their thinking and scaffolding tasks
 - Setting an appropriate level of challenge
 - Promoting and developing metacognitive talk in the classroom – language development and acquisition
 - Explicitly teaching children how to organise and effectively manage their learning
4. Task – independent / paired / group

5. Plenary

Resources

- Each class has a range of resources to support learning. These are easily accessible for the children so that they can lead their own learning.
- Central resources are kept in the stock cupboard and in the hall.
- Different environments - classrooms, outdoor learning spaces and the hall.
- A range of ICT software to support the teaching of specific concepts such as Maths Packs and also Times Table Rockstars which can be used at home.
- The White Rose Mathematics Hub Mastery resources are used by all classes for planning and activities.

Assessment

In Mathematics assessment is continuous. From the beginning of every lesson, teachers and teaching assistants will be assessing what their pupils are, or are not understanding and use this to scaffold each segment of the lesson. Interventions will be both planned for and 'live', meaning that misconceptions are dealt with immediately and high attaining pupils are challenged appropriately. Pre and post teaching ensures that all children can achieve and are prepared for the following lesson.

Foundation Stage

- Staff's ongoing observational assessments ascertain a baseline when each child begins EYFS which then informs subsequent teaching and learning for each child.
- Future attainment is noted using photographs and observational notes. Progress is recorded in each child's Learning Journey and the next steps to be taken are identified. Progress is monitored termly.
- Statutory assessments are made on exit of the EYFS.

KS1 and KS2

- In the daily mathematics lesson, formative assessments are made on a day-to-day basis. Practitioners observe, question and evaluate lesson outcomes to further determine progress made and the next steps in learning.
- Pre/ post assessments take place for each new unit of work.
- Summative assessments are made at the end of each term to monitor children's knowledge and understanding of concepts taught. Progress in Using Mathematics Assessment (PUMA) tests are used in all year groups from 1 – 6.
- Progress is discussed at termly 'Pupil Progress Meetings' and focus children are indicated.
- Statutory assessments are made at the end of each key stage.

Monitoring procedures

The Head teacher and maths subject leader play a central role in the monitoring and evaluation of the quality of teaching and learning of mathematics in the school.

The monitoring strategy:

1. Children's work and planning scrutinies are conducted.
2. Pupil progress meetings are held termly.
3. Lesson 'drop ins' and observations take place in all classes throughout the year.

The subject leader is responsible for monitoring attainment and progress, the outcomes of which are collated in the subject leadership folder and fed back to staff at an appropriate time.