

Brunswick School Maths Policy

At Brunswick, we believe that these 3 core behaviours should be reflected in everything we do and all areas of learning. All staff and children follow the principles that:

- The child is at the centre
- You love what you do
- No-one is left behind

Our Resilience Rucksack underpins all our work and reinforces key messages about self-confidence, teamwork, stamina and application of skills & knowledge. It relates directly to our School Promise and teaches our pupils how to become effective, lifelong learners and good citizens.

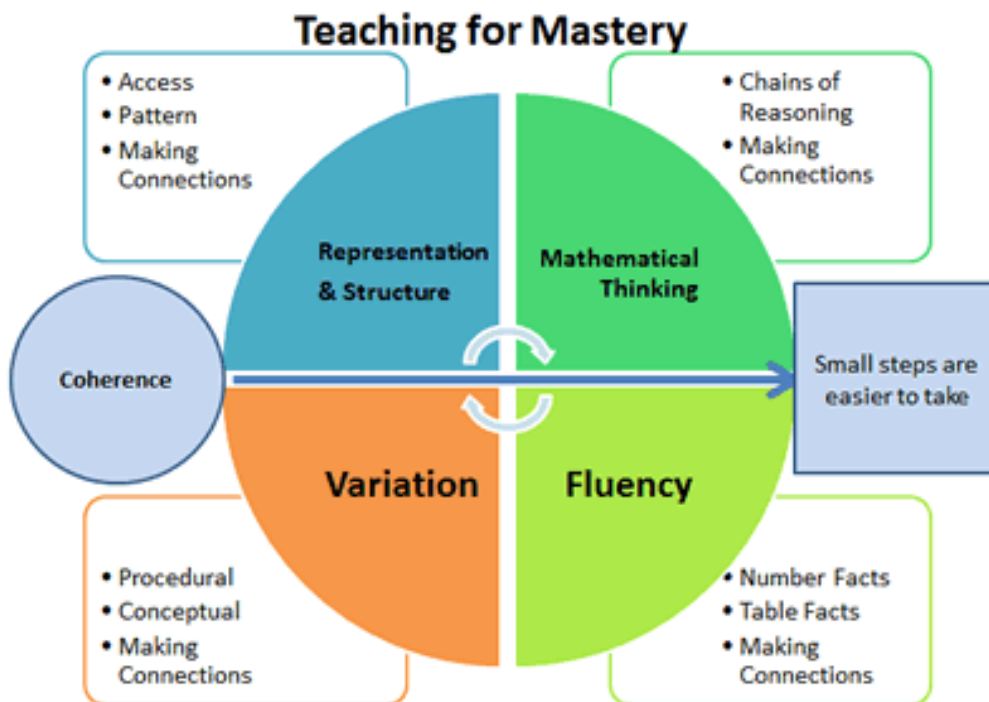


Our Brunswick Maths Vision:

Through our teaching approaches at Brunswick School we want the children to achieve:

1. An increase in confidence, knowledge and fluency of key number facts.
2. The ability to apply their knowledge and problem solving skills in different contexts.

How do we teach Maths at Brunswick School?



Throughout our school we implement the NCETM 'Five Big Ideas in Teaching for Mastery' into our daily Maths Sessions.

Nursery	Reception
<p>-Introducing and looking at early knowledge of number and shape through physical and pictorial resources.</p> <p>-To model everyday mathematical language, highlight and recognise Maths is all around us.</p> <p>-Number songs and maths challenges are shared through home learning.</p>	<p>-Using NCTEM Mastering Number resources to deliver daily maths sessions.</p> <p>-Using the NCTEM Number block visual aids and videos to introduce and teach concept of number and number families.</p> <p>-Use of the Concrete- Pictorial- Abstract approach to ensure understanding of different concepts.</p> <p>-Use of Pre-Kagan Approaches</p> <p>-Maths Seeds program used to support Maths in school and weekly homework challenges set.</p>
<p>-Through the characteristics of learning, children are encouraged to develop their inquiry skills, follow their own interests, make links and explore maths in the world around them.</p> <p>-Ensure children are exposed to and explore multiple ways to solve problems and represent number.</p> <p>-Provide opportunities in Continuous Provision for children to explore and develop their understanding of maths using different resources, being supported by staff through questioning and use of correct mathematical language.</p> <p>-Using songs and physical activities to help reinforce knowledge.</p> <p>- Maths is embedded throughout the day and delivered through daily routines e.g. lining up, snack, special helper, calendar etc.</p>	

Why do we teach it this way?

- To ensure that all children develop firm mathematical foundations in a way that is engaging, and appropriate for their age.
- KAGAN promotes teamwork, peer support and an opportunity to extend the learning of all abilities.
- Mathseeds provided for children to explore and develop individual maths skills. Home learning activities are set throughout the year.

Year 1	Year 2
<p>-Introducing NCTEM Mastering Number resources to support the delivery of Daily Mental Oral Activities to increase children’s confidence, knowledge and fluency in key number facts.</p> <p>-Use of the Concrete- Pictorial- Abstract approach to ensure understanding of different concepts.</p> <p>-Deliver daily maths sessions through Power Maths Scheme and use Mastery Teach to the Top Approach.</p> <p>-Use of Maths books to show independent understanding and application of different areas and schemes. Maths books also used when required and to complete mastery challenges in Year 1 and Year 2.</p> <p>-Weekly Mental Maths Sessions including ‘Beat That!’ activities to provide opportunities for children to develop fluency and apply knowledge of key number facts.</p> <p>-Use of Kagan Approaches</p> <p>-Ensure children are exposed to and explore multiple ways to solve problems and represent number.</p> <p>-Providing accessible concrete resources in maths mastery areas for children to demonstrate and consolidate mastery understanding of mathematical concepts.</p> <p>-Use of Mathletics Program to provide weekly homework</p>	

Why do we teach it this way?

- Power Maths is an approach that provides the children with the opportunity to master core learning in a certain topic through multiple approaches before they move on.
- Use of journaling provides opportunities for children to demonstrate their learning and understanding.
- KAGAN promotes teamwork, peer support and an opportunity to extend the learning of all abilities.

- Mathematics provides opportunities for children to apply learning and revise and develop their knowledge of key number facts

How do we make Maths a key part of the classroom environment?

- Every classroom has a Maths Working Wall showing current learning, examples of non-negotiables for children to achieve in their learning and examples of children's work.
- Every classroom has a maths area with clear access to maths resources for the children.

How do we assess progress?

In all classes we will see:

- Assessment of prior learning at the beginning of a topic through differentiated questioning and problem solving.
- Daily formative assessment carried out by teaching staff during whole class inputs and immediate feedback through 'look agains' and 'oral feedback' during independent tasks.
- Children will have opportunities to 'fix' their 'look agains' and respond to 'oral feedback' in the same lesson, or prior to moving on to the next lesson.

Termly Assessments and Input of Data: How do we tackle underachievement in Maths?

- SLT and Maths leader highlight children not making the expected steps of progress from the previous term.
- Maths leader to discuss above children with class teachers: Ensure these children are accessing Mathematics either at home or school to improve knowledge and application of key number facts.
- Teaching staff provide differentiated support of children in maths lessons as a result of formative assessment from previous learning and current lesson.

	Summative Assessment	Why
Nursery	Input of Data: Baseline, March, June	To assess learning and impact of teaching across all areas of maths. To support teacher judgements for EYFS profile. To highlight gaps in learning.
Reception	Input of Data: Baseline, March, June Statutory Reception baseline Assessment (RBA) Summer PUMA Summative Assessment Paper	To assess learning and impact of teaching across all areas of maths. To support teacher judgements for EYFS profile. To highlight gaps in learning. To assess the learning and impact of teaching across all areas of maths and pupils ability to apply learning. To support end of year teacher judgements for EYFS profile. To inform Year 1 teachers of gaps in learning and aid transition to the Year 1 curriculum.
Year 1	Autumn PUMA Summative Assessment Paper Summer NFER Arithmetic and Reasoning Summative Papers	To assess children's knowledge of Maths after transition from EYFS to Year 1 curriculum to: <ol style="list-style-type: none"> 1. Highlight gaps in learning 2. Minimise dip in first term of Year 1 To assess the learning and impact of teaching across all areas of maths and pupils ability to apply learning. To support end of year teacher judgements. To inform Year 2 teachers of gaps in learning and aid transition to the Year 2 curriculum. TO HELP CHILDREN BECOME FAMILIAR WITH FORMATIVE TESTING LAYOUT AND ROUTINES.

Year 2	Autumn NFER Arithmetic and Reasoning Summative Papers	To assess children's knowledge of Maths after transition from Year 1 to Year 2 curriculum to: <ol style="list-style-type: none"> 1. Highlight gaps in learning 2. Minimise dip in first term of Year 2
	Past SAT Papers (Spring Term onwards)	To prepare children for May SATs tests. To highlight gaps in learning. To provide opportunities to apply their learning and calculation strategies to solve different problems.

SUMMATIVE ASSESSMENTS ARE USED ALONGSIDE TEACHER ASSESSMENTS, EVIDENCE IN BOOKS AND YEAR GROUP 'I CAN' STATEMENTS TO INFORM TERMLY DATA INPUTS.