



Mathematics Policy

Bakewell Methodist Academy

2025

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Aims & Values

We believe, we achieve, we succeed.

Our motto is driven by our main values-

Diversity, Creativity, Aspiration, Resilience.

Our four **school rules** are derived from our values.

Through our understanding of the Christian Faith, we recognise our responsibility to encourage all children to **live life in all its fullness** (John 10:10)

We believe that our children should:-

- Live healthy lives
- Be resilient
- Be accepting of others and celebrate difference,
- Be confident
- Have self-belief
- Have problem-solving skills
- Be able to work collaboratively with others

- Have a range of interests
- Be aspirational
- Be aware of their impact on the environment
- Be independent

Our curriculum has been designed to ensure every child can 'live life in all its fullness'. We aim to do this by delivering a curriculum that is underpinned by our drivers of **diversity, aspiration, creativity and resilience** and is designed to meet the needs of our children. We aim to deliver the knowledge, skills and understanding set out in the national curriculum, underpinned by our Christian values, through individual and collaborative learning experiences, a sense of responsibility and challenges both in and outside of the classroom.

Mathematics

Intent

To develop a curriculum which:

- Instils a love of maths and gives children the necessary knowledge and skills they need to be successful, confident and accurate mathematicians, so they are ready for their next stage in education and be confident mathematicians in life.
- Is at least as demanding as the National Curriculum.
- Teaches children to be independent, resilient and creative thinkers, while transferring knowledge across curriculum areas.
- Enables teachers to teach using the most effective strategies.

- Tailors learning to meet children's individual needs and strengths.
- Develop lively and enquiring minds, and to encourage children to become self-motivated and confident with a positive attitude to mathematics.
- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Implementation

At Bakewell Methodist Academy, we use a scheme called Maths- No Problem! This scheme promotes an approach incorporating the use of well thought through and highly varied resources, integral problem solving and group work. The Primary Series is child-centred and was assessed by the DfE's expert panel, which judged that it met the core criteria for a high-quality textbook to support teaching for mastery.

This approach aims to develop the use of oracy as a key means to promote mathematical understanding rather than learning through drills and the early introduction of abstract concepts. The content is supported by structured imagery which makes transitions between school years much more cohesive.

The Department for Education, the National Centre for Excellence in the Teaching of Mathematics (NCETM), the National Curriculum Review Committee and OFSTED have all emphasised the pedagogy of mathematics teaching developed in Shanghai and the mastery approach.

Maths — No Problem! (MNP!) incorporates the use of concrete aids and manipulatives, problem-solving and group work.

Each lesson follows a very similar structure from year three to year 6.

- Chapter Opener Familiar events or occurrences that serve as an introduction for pupils.
- In Focus Includes questions related to various lesson objectives as an introductory activity for pupils.
- Let's Learn Introduces new concepts through a concrete, picture, abstract (C-P-A) approach with the use of engaging pictures and manipulatives. Guided examples are provided for reinforcement.
- Activity Time Provides pupils with opportunities to work as individuals or in small groups to explore mathematical concepts or to play games.
- Guided Practice Comprises questions for further consolidation and for the immediate evaluation of pupils' learning.
- Mind Workout (independent practice) Challenging non-routine questions for pupils to apply relevant heuristics and to develop higher-order thinking skills.
- Maths Journal Provides pupils with opportunities to show their understanding of the mathematical concepts learnt.
- Self Check Allows pupils to assess their own learning after each chapter.

Maths Teaching and Learning, Assessment and Feedback

At Bakewell Methodist Academy, we teach mathematics using a mastery approach. The teaching for mastery approach enables children to develop their conceptual and procedural fluency without having to resort to rote learning. As a result, they are able to solve non-routine problems in unfamiliar contexts without relying on memorised procedures.

In maths lessons at Bakewell Methodist Academy, the whole class moves through topics and concepts at broadly the same pace. We spend longer time on key mathematical topics and concepts in order to give all learners both the practice and depth of understanding they need. We believe that all pupils can access and understand the full mathematics curriculum.

We challenge pupils by asking them to explore mathematical concepts in more depth rather than accelerate them onto new content. This has been found to have real benefits to children's ability to access more complex mathematical ideas as they get older.

We give our pupils enough time to explore core concepts and ideas in mathematics at a deep level in order to foster their relational understanding. This slower pace and focus on depth eventually leads to greater progress because it gives all learners the chance to become secure in their understanding. As a result, each year we are able to build new learning onto children's existing knowledge and it is not necessary to revisit learning from previous years.

At Bakewell Methodist Academy, we use concrete apparatus (*things pupils can touch, hold and manipulate sometimes called manipulatives*) and visual representations (*pictures and diagrams*) to help children to visualise and internalise mathematical concepts, allowing them to access, conceptualise and solve problems. Through the consistent use of these apparatus and representation, our pupils gain confidence as independent learners to use resources and solve problems.

Times Tables Rockstars

Alongside Maths- No Problem! We also use a scheme called Times Tables Rockstars (TTRS) which is an award-winning maths learning platform where children can practise their times tables like a rock star!

Times Tables Rock Stars is a maths programme has a proven track record of boosting children's fluency and recall in multiplication and division. Rock Stars can be accessed on any device, via the app or browser, children can play anytime, anywhere. We often set homework through Times Tables Rockstars and use resources in maths warm-ups to improve and maintain fluency of multiplication and division facts through school.

Marking

Children's work is marked according to the agreed school's marking policy. Much of the marking is completed on-the-spot by teachers or support staff. Children may also mark their own work or their peers' work so they can revisit any corrections in a timely manner. Marking will indicate if answers are correct.

Non-Negotiables-Presentation

Children will use the short date in maths. They will give their work a title displayed on the board. This will be a chapter or lesson number (a LO is not necessary in maths) and this will be underlined. For Example- Guided Practice- Lesson 7. Children will be asked to use one square per number.

Assessment and Record keeping

Teachers are expected to make regular assessment of each child's progress and to record these systematically. The following is the school policy for assessment in mathematics:

- Ongoing assessment forms part of the sequence of maths teaching and learning.
- MNP! Has end of unit evaluations that the teacher may want to use to inform their future planning or provide further consolidation. Teachers may also decide not to use these evaluations.
- Formal assessments are carried out three times each year using NTS tests. Data is recorded and analysed to identify next steps. Y6 will undertake more SATs as directed by EET usually in October, December, January and March.
- Trained staff provide Catch-Up support for children who have learning needs related to maths.

Lesson Organisation

Children are taught in mixed age classes- two year group per class. The teacher will deliver the input for two lessons each session. Lessons follow this structure-

	1 st part	2 nd part
Teacher	Year group A input	
TA	Supporting Group B with previous day's work	
Teacher		Year group B input
TA		Supporting Group A today's work

Role of the TA in the maths lesson

Ensure children remain quiet and focused,
 Ensure children have all equipment and manipulatives,
 Address problems and misconceptions,
 Mark children's work,
 Provide support or offer challenge as appropriate,

Skills (keeping skills sharp)

Teachers will provide a skills session 3 times per week. This will include a mixture of previously taught skills including those from recent topics, ones from longer ago and skills identified through assessments that need revisiting.

Cross-curricular learning

Throughout the whole curriculum opportunities exist to extend and promote mathematics. Teachers seek to take advantage of all opportunities.

The role of the subject leader

The school subject leader for mathematics will provide advice for individual teachers about the school's mathematics curriculum, purchase relevant resources, monitor and evaluate whole school performance through drop-ins and book monitoring, as well as seek out relevant training for staff (individual or whole) as appropriate.

The subject leader will track coverage to ensure the curriculum requirements are being met and monitor pupil progress and attainment. They will advise teachers on recommended interventions and ELOs (Extended Learning Opportunities) that can be delivered to children who need them, over short, intense periods to ensure all children are able to achieve.

They will also support staff through providing joint planning opportunities and support drop-ins. The subject leader will deliver training and staff updates through staff meetings based on their findings from analysing assessment data, book looks and whole school drop-ins. It will also be part of the role for the subject leader to work closely with the Headteacher to discuss any areas of development.

The Subject Leader keeps the governing body aware of changes within the maths curriculum and of pupil progress and attainment, so they can support and challenge effectively. The subject leader is responsible for maintaining positive links with the mathematics governor by hosting separate meetings where appropriate to keep them fully informed. Governors are invited to attend mathematics focus days on the school calendar, such as 'Number Day'.

Resources

MNP!

TTRS

A wide range of concrete materials (manipulatives)

NRich and NCETM

CGP- Booster materials

NTS- termly assessments.

Inclusion

All children have equal access to the mathematics curriculum. Our school strives to meet the needs of all children and teaching assistants are utilised effectively to support learning within mathematics lessons.

Concrete resources are accessible to all children and should be used when a new concept is introduced. They should be used until such a time that children can represent the concept pictorially.

Wherever possible children with SEND will be taught their own year group objectives, made accessible through the use of additional resources or facilitated by the class teacher or teaching assistant. All children will have access to MNP! And will follow this faithfully and without the use of other schemes. If a child has particular SEND needs, a conversation with the HT and SENDCO may lead to the sanctioning of other resources

For independent work, the class teacher will select resources that are appropriate to the child's level of understanding in that area of mathematics.

Children who are working at greater depth in their year group are challenged throughout the lesson, and not just at the end. They will be provided with opportunities to deepen (not accelerate) their learning through careful questioning techniques and adaptations of problems. Children may be asked to move onto challenge activities at an early stage in the lesson if the teacher judges this to be appropriate. Children will indicate challenge activities in their books.

Oracy and Vocabulary

At Bakewell Methodist Academy, we know that children need regular practice explaining their thinking. Teachers and TAs will encourage talk about mathematical thinking using questions stems which are in books and displayed in the classroom.

Question stems such as the following are used:

- Are you sure...? Explain how you know.
- What do you notice about..?
- Convince me/prove that...
- Is there another way to...?
- Is this always, sometimes or never the best method? Explain how you know.
- Can you imagine...

Vocabulary is identified for each session and then displayed and used by the teacher. This will be available on the working wall for the children to use in their explanations.