



Our Maths Curriculum

“Why do children dread mathematics? Because of the wrong approach. Because it is looked at as a subject.” *Shakuntala Devi*

Work Together

Maths teaching and learning at Bridstow is carried out in a mastery style approach with a growth mindset focus. We believe that all children are maths people and by working hard they will achieve. A good understanding of maths concepts and the ability to manipulate numbers is essential to all citizens in modern society. Our aim is to provide our pupils with a solid grasp of the foundations of maths so that they can go on to build on this successfully as they move on through the education system and further into the world of work.

Grow Together

Children’s work should include elements of concrete (practical, physical maths), pictorial (visual representations such as tens frames, part-part-whole and bar models) and abstract (written maths). As part of this, all children in each class have access to maths apparatus such as place value counters; dienes sets etc. within the classroom.

Once a child understands a concept using concrete apparatus, they may then look at pictorial representations of the concept. This may involve using part-part whole models, drawing out dienes, bar models or drawing the problem out. We try to base our maths in real –life contexts according to a mastery approach to make it more accessible to the children.

Having understood a concept using pictorial representations, a child may then move onto looking at the concept in an abstract context - using digits rather than apparatus or pictures.

This process can involve a lot of practical work from the children, therefore this work may not be recorded in books. However, discussions with the children should make it clear that this is a core aspect of our maths teaching.

The use of correct technical maths language and vocabulary are central in all of our teaching and we expect children to be able to understand and use this language and vocabulary as appropriate.

We do not see maths as a ‘standalone’ subject but one that permeates most or all areas of learning. We will look for opportunities to integrate and incorporate maths into all curricular areas from art (measurement, shape, angles etc) to science (data analysis, statistics, measurement, calculation etc).

Professional discussions and negotiation is at the heart of our maths planning and teaching. Respect for colleagues' views and experiences will influence the direction and content of our curriculum. NCETM guidance on planning, curriculum structure and content inform all maths planning. Following the general structure of the White Rose long-term plans, means that teachers are able to progress through the National Curriculum objectives in their classes but teachers will also be aware of the need to dwell on and revisit areas where pupils are struggling or need extra input. This plan, with the support of teacher's judgement, means that children spend significant time developing a deep understanding of the key ideas that are needed to underpin future learning. The structure and connections within the mathematics are emphasised, so that pupils develop deep learning that can be sustained.

Subject leaders will support staff through staff meetings and carrying out Plan, Teach, Review sessions.

Flourish Together

Maths progress is tracked in a variety of ways and areas for development acted upon regularly. Times Tables progress in KS2 is monitored by the class teachers each term using Times Tables Rock Stars.

Insight tracking is used to track progress within each class. This is based upon assessments at different points in the year using Teacher Assessment informed by ongoing formative assessment and White Rose end of unit assessments. This information will inform teachers whether any areas need to be revisited and to identify individuals in need of additional support in post teaching sessions.