



Community Primary School  
*Respecting Rights, Recognising Responsibilities*  
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Headteacher Mr. R.Hunt



North Yorkshire's First

## Policy and rationale for Mathematics: Spring 2019.

**Maths at Glusburn Primary School:** Mathematics teaching and learning at Glusburn follow the key aims of the National Curriculum.

We aim to ensure that all pupils become fluent in the fundamentals of mathematics and in number so that pupils develop solid conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

Children at Glusburn are taught to reason mathematically by following a line of enquiry, finding connections and establishing relationships whilst using mathematical language.

Children are taught to 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.

**CPA approach:** As a result of our concrete-pictorial-abstract approach, children at Glusburn are learning to see the connections in maths and understand that mathematics can be represented in different ways.

**Teaching for Mastery:** Due to a whole class, small step teaching approach; children at Glusburn are able to move through the curriculum at broadly the same pace. As a result of spending more time on fundamentals the children can establish firm foundations on which to build their understanding.

Struggling learners are supported with some pre-teaching, same day interventions, assembly time support, targeted questioning and targeted support in lessons from adults.

Children who grasp concepts rapidly are challenged with greater depth questioning, to explain their reasoning, supported in becoming peer coaches, and given greater depth problems.

**Resources & structure:** Glusburn use a textbook approach (Maths No Problem & Power Maths) as a basis of many lessons. Lessons typically begin with problem solving, involve open discussion and collaborative work before consolidation of their understanding with individual worksheet questions.

**Planning, Marking & feedback:** Teachers plan lessons based on the White Rose Maths Hub long term overview aligned to the Maths No Problem scheme to meet the key objectives. Teachers create lesson slides based on objectives, using daily formative assessment to plan the next lesson. Teachers do not produce detailed plans for each lesson.

Feedback is provided on pupils work through: teacher marking, peer marking and self-marking. This informs teaching for the next lesson.

**Assessment & Monitoring:** To support ongoing formative assessment teachers review pupils' contributions in lessons, work in their books and attainment in end of unit assessments. These are supported by end of term formative assessments and end of year tests. Progress & attainment is recorded on unit RAG sheets and reported termly to SLT. Head of Maths monitors the quality of teaching and learning through biannual observations and through the recording of the impact of actions from the school development plan.

**Maths in other areas and home learning:** Maths is included other subject areas and, as a result, the children gain even more exposure to mathematical ideas and concepts across the curriculum. Home learning of key number facts is encouraged across school through participation in the Maths Space Mission and Time Tables Rockstars.

**Maths in Early Years:** We believe that Maths is all around us and encourage children to realise this by providing a rich environment, with plenty of concrete resources, where children can use and apply their maths knowledge. As well as children learning independently we believe that a structured Maths Mastery approach will ensure children learn new concepts that they can then utilise for their own ideas and learning.