Maths

at Bank Lane Infant and Nursery School
Working together, nurturing excellence.

Subject Lead – Dawn Ella

Under Construction – Oct 23

We judge our Maths curriculum to be

Gold Standard

BANKS LANE INFANT AND NURSERY SCHOOL

Effort

Collaboration

Excellence

Respect

Ethel

Cornelius

Eberhardt

Radmilla

Banks Lane Infant Intent

At Banks Lane Infant and Nursery School, we strongly promote our belief that maths plays a central role in everyday life, enabling our children to measure, organise, and make sense of the world. Our aim is to make maths an inspiring and engaging subject that empowers our children to confidently and efficiently apply problem-solving, reasoning, and logic skills in their daily lives.

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Maths Concepts

Knowledge and enquiry in maths are divided into distinct areas and children need to be able to move fluidly between these and be able to make connections when solving sophisticated problems. These areas are: ● Number and Place Value ● Addition and Subtraction ● Multiplication and Division ● Measurement ● Properties of Shape ● Position and Direction ● Statistics. In the early years foundation stage they are: ● Number ● Shape, Space and Measure.

Children need substantive knowledge in mathematics (e.g. number facts, times tables) and disciplinary knowledge (how to work things out, reason and problem solve).

Substantive Concepts - Pupils need a comprehensive understanding, including knowledge of number bonds and multiplication facts, to effectively grasp intricate concepts. Through intentional and repeated practice, children develop confidence, fluency and efficiency, embedding this essential knowledge in their long-term memory. Children are guided to establish connections between various mathematical elements, enhancing their substantive knowledge. Our school adopts a mastery approach, utilising White Rose Maths to structure units, ensuring seamless continuity and progression. This methodology empowers pupils to construct a robust foundational understanding.

Disciplinary knowledge - Children will apply their Substantive Knowledge through reasoning and problem-solving activities. These opportunities are woven into their daily maths and Mastering Number lessons. Mathematical Sentence Stems and Can you Still? retrieval activities are taught and displayed in all classrooms to support this.

Fingertip Knowledge

Number facts

Time tables

Symbols

Substantive Concepts

BLIS Big Ideas
- Number and Place Value
- Addition and Subtraction
- Multiplication and Division
- Measurement
- Properties of Shape
- Position and Direction
- Statistics
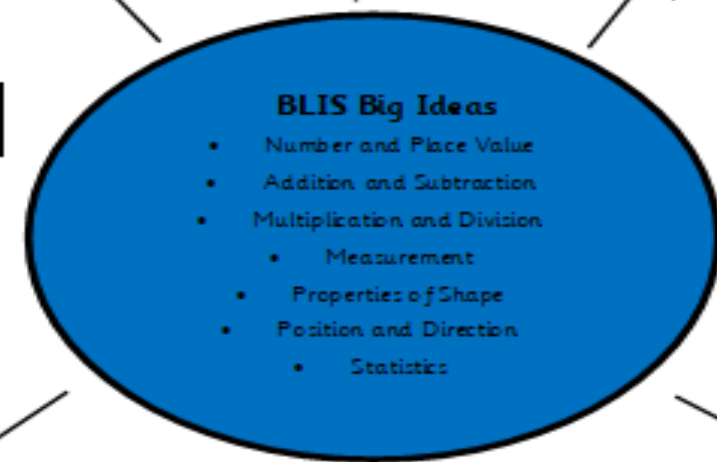
Disciplinary Knowledge

EYFS

Using and Applying
Investigating
Reasoning
Problem Solving
Analysing, justifying and proving

KS1

Using and Applying
Investigating
Reasoning
Problem Solving
Analysing, justifying and proving

Lower KS2

Using and Applying
Investigating
Reasoning
Problem Solving
Analysing, justifying and proving

Curriculum plans – *How are knowledge and skills built across throughout school?*

- Our Progression Grids start in EYFS, using the EYFS Framework, Development Matters, our school 'Progression of Skills' and the ELGs as end points.
- Maths Planning starts in Nursery with planning taken from Master the Curriculum and then moving on to Mastering Number and WRM in Reception, Year 1 and Year 2.
- Our Progression Grids continue for maths for KS1. These are based upon The National Curriculum Programmes of Study. They are split into Year 1 and Year 2.
- The Progression Grids cover 'Number and Place Value', 'Addition and Subtraction', 'Multiplication and Division' and 'Fractions'.
- Vocabulary also features in our Progression Grid and is split in each year group.
- All maths Progression Grids are in staff Curriculum Files so everyone knows where their 'bit' fits in and what is coming next for the children.
- There is also a Progression Grid which shows the long term progression of skills from EYFS to Year 3. This enables teachers to check what the children have learned in previous year groups, what is to come and where children are expected to be at the end of each year.

Possible sentence stems to further support children's mathematical language and to develop their reasoning skills.

- Vocabulary is planned for in each subject's Progression Grid.
- Stem Sentences are used to further support children's mathematical language and to develop reasoning skills. They help with retention and recall.
- Year 1 and 2 has a list of Stem Sentences that are relevant to their year group and that can be used in relation to the retention and recall of number bonds.
- Reception have there own Stem Sentences that they use when teaching Mastering Number. These are used throughout the day to aid with retention and recall.
- WRM planning used in Reception, Year 1 and 2 has possible Stem Sentences that can be used in lessons and key questions to prompt children's thinking and verbal reasoning.

Stem sentence - 1 and another 1 is 2.

Stem sentence – _ has more than _.

Curriculum plans – *What are the plans for retention of knowledge and skills? Linking learning and remembering learning.*

Mastering Number is aimed at strengthening the understanding of number and fluency with number facts. This is taught for 10/15minutes 4x week.
Stem sentences ae modelled and repeated to help embed mathematical concepts.

Mastering Number

Year 1 Overview

Term 1	Term 2	Term 3
Pupils will have an opportunity to consolidate the Early Learning Goals and continue to explore the composition of numbers within 10, and the position of these numbers in the linear number system. Pupils will: • subitise within 5, including when using a rekenrek, and re-cap the composition of 5 • develop their understanding of the numbers 6 to 9 using the '5 and a bit' structure • compare numbers within 10 and use precise mathematical language when doing so • re-cap the order of numbers within 10 and connect this to '1 more' and '1 less' than a given number	Pupils will continue to explore the composition of numbers within 10 and explore addition and subtraction structures and the related language (without the use of symbols). Pupils will: • explore the composition of each of the numbers 7 and 9 • explore the composition of odd and even numbers, seeing that even numbers can be made of two odd or two even parts, and that odd numbers can be composed of one odd part and one even part • identify the number that is two more or two less than a given odd or even number; identifying that two more/ less than an odd number is the next odd number, and two more/ less than an even number is the next even number	Pupils will explore the composition of numbers within 20 and their position in the linear number system. They will connect addition and subtraction expressions and equations to 'number stories'. Pupils will: • explore the composition of the numbers 11 to 19 as '10 and a bit' and compare numbers within 20 • connect the composition of the numbers 11 to 19 to their position in the linear number system, including identifying the midpoints of 5, 10 and 15 • compare numbers within 20 • understand how addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation/ partitioning/ augmentation/ reduction)

Stem sentence - 1 and another 1 is 2.

Stem sentence - 1 and another 1 and another 1 makes 3.

• Working walls are used to help remind children of what they have previously learned.
• Relevant stem sentences are added to maths working walls and also current vocabulary being used in lessons.

Tap In, Tap Out!

• **Can You Still?** Retention and recall activities start new pieces of maths work in Y1 and Y2.

'Tap It Out' is used to consolidate new vocab and calculations in maths. These are displayed on classroom doors a s a 'password' to tap as children enter and exit the classroom.

18.09.20
Can you still..?
Can you still partition 2 digit numbers?

• Maths homework is given in all year groups to help consolidate vocabulary and concepts that have been taught that week in lessons.

• Whole school planning is set out so teachers know their part, what has come before and what comes after.

• Planning from EYFS, to Year 1 then to Year 2 builds upon what has been previously taught.

Pedagogy – *How are lessons structured?*

A Teaching Sequence – Main lesson

Teach/model/Hook
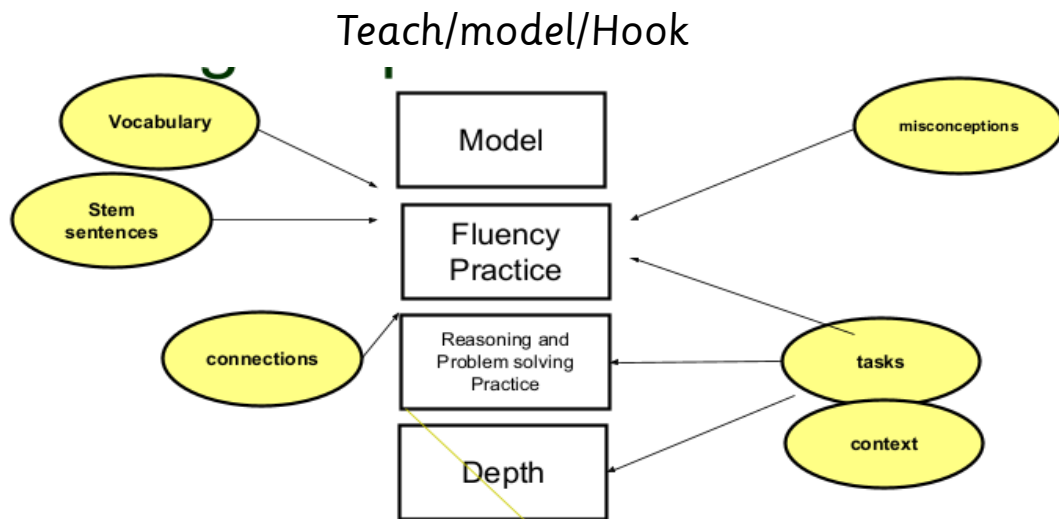
C-P-A Concrete, Pictorial, Abstract

Digging Deeper
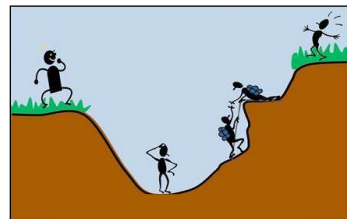
- Can you still?
- Misconceptions from previous lesson or it could be True/False, Do you agree? – focusing on misconceptions and opportunities to reason about teacher initiated mistakes to challenge conceptual understanding.
- Practical (concrete) activities used to address Fluency. A range of Pictorial images used in books to show this also.
- Problem solving and reasoning activities incorporated into every lesson. The children are encouraged to use their mathematical skills, thinking and understanding to find solutions and solve problems.
- Digging Deeper activity/activities for those children who require them to address challenge.

- Mastering Number sessions take place 4x week from Reception to Year 2 in addition to the main maths teaching.

Assessment – Measuring progress, knowledge, skills and challenge

- Maths Moderation Grids for Y1 and Y2

doodlemaths

- Doodle Maths is used in Year 1 and 2 as an intervention programme and homework tool. It highlights any gaps in knowledge, targets tricky topics and consolidates learning.

Maths Group 3
JD (PP)
LL
ST (PP)
KK
LP
BN (PP)

Read and write numbers in numerals up to 100.

Partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them.

Add two one digit number together.

Subtract one digit number from another.

- Children working below and above expected standard are noted in the Curriculum Files.

- Children who haven't achieved the objectives in their year group are noted in the grid in the Curriculum Files.

- Progress Reviews target children for maths interventions.

- In all year groups Seesaw is used to consolidate maths learning, through homework and maths games.

SIMS data inputted termly E/M/EX

- Children in Reception are assessed against the Reception Checkpoints and the ELGs at the end of EYFS.

- Marking grid Feedback grid shows children who need objectives revisiting.

- End of units/term assessments show gaps in learning. This then informs intervention groups.

Assessment – Measuring children's progress, key findings

Maths On a Page 2022/ 23

Data		Data

EYFS

- GLD 78.4% (All), 65.2% National
- Maths 85.2 % (All), 75.9% National
- Maths 82.9 % (Boys), 73.3% National
- Maths 87.2% (Girls), 78.7% National
- Maths 33.3% (E) , 43.1% and 13.8% National
- Maths 85.2% (PP/ FSM), 75.9% National

KS1

- 75% Exp+ (All), 67.7% National   23.9% GDS, 15.1% National
- 72.3% Exp+ (Boys), 68.1% National   25.5% GDS, 17.7% National
- 78% Exp+ (Girls), 67.2% National   22% GDS, 12.4% National
- 37.5% Exp+ (SEND), 100% (E) 32.9% (SEND) 14% (E) National   12.5% GDS (SEND) 0% (E), 4.5% (SEND) 2.2% (E) National
- 35.3% Exp+ (PP/ FSM), 51.8% National   0% GDS, 6.7% National

Strengths	Development Points
EYFS	**EYFS**
Above in all areas (see above)	Introduce WRM for Reception Number maybe ?
KS1	**KS1**
Combined Boys and Girls above National and LA in Expected + (75%) National (68%)and LA (69%)	Gender gap is mirrored in National and LA but ours is slightly higher - Boys 72% Girls 78%
Above National and LA in Expected + and GDS for both boys and girls. (see above data)	We do have a slight gender gap in GDS (Boys 26% Girls 22%)
Maths GDS (24%) is above National (15%) and LA (17%).	PP/FSM 35.3% Exp+ 51.8% National 0% GDS, 6.7% National
SEND Above National and LA in Expected + and GDS (See above data)	

Monitoring – *Book Look (Feb '23)*

<u>Reception</u>

- Floor book sheets seen for all 3 classes. They show pupil voice, photographs of learning, vocabulary taught/used and model and images used.

- Seesaw maths skills seen on Seesaw. Maths skills assigned to chosen children (5,10,22 - see register). Reception age steps including, subitising and exploring the composition of numbers to ten seen.

<u>Reception</u>

- Keep up to date with recording whole class and group learning in floor books and assigning maths skills on Seesaw.
- Update new 'I can' unit assessments for WRM units. (will help with showing gaps in learning and highlighting those that need maths interventions).

Things to discuss further:
- 'I can' challenges in classroom maths areas and outside/den areas. Think about ways of recording this.
- Monitoring of maths skills and gaps for individual children. (individual teachers)

Monitoring – *Book Look (Feb '23)*

Year 1

- Good use of visuals in books (part whole model, ten frames etc.
- Practical stickers being used to highlight practical activities indoors and outdoors.
- Photographs in books to demonstrate practical lessons.
- More writing in books as the year progresses.
- Evidence of manipulatives being used in all classes. Are there lots of opportunities to use them?
- Retrieval practice taking place and highlighted by brain symbol at the beginning of lesson.

Resource implication - ordered more tens and ones base 10 resources for all classes.

Year 1

· If there are gaps in work or unanswered question, why is that? Need an explanation.

· Make sure reversals of numerals are addressed.

· Where there are problem solving and verbal reasoning questions e.g. Can you do it a different way?, What do you notice? They need answering. It might be that an adult scribing for them.

· Make sure independence indicators are circled on all pieces of work.

· New TAFs to be implemented.

· Start using unit assessments in books like Year 2(red, amber, green) to highlight the children's level of understanding of smaller steps in units. (highlights gaps for interventions)

· Value stickers to be used in books to highlight excellence, effort, collaboration, respect.

We agreed as a staff that Maths teaching should be taking place every day and recording should be 4 times a week (practical lessons included in this).

Monitoring – *Book Look (Feb '23)*

Year 2

- Good use of visuals in books (part whole model, ten frames etc.

- Practical stickers being used to highlight practical activities indoors and outdoors.

- Photographs also in books to demonstrate practical lessons.

- More writing in books as the year progresses.

- Unit assessments in books (red, amber, green) to highlight the children's level of understanding of smaller steps in units. (highlights gaps for interventions)

- Evidence of manipulatives being used in all classes. Are there lots of opportunities to use them?

- Retrieval practice taking place and highlighted by brain symbol at the beginning of lesson.

- New TAFs look great and more manageable.

- **Resource implications - ordered more tens and ones (dienes) for Year 1 and 2**

Year 2

· If there are gaps in work or unanswered question, why is that? Need an explanation.

· Where there are problem solving and verbal reasoning questions e.g. Can you do it a different way?, What do you notice? They need answering. It might be that an adult scribing for them.

· Problem solving and reasoning is taking place but this needs to be clearly seen in books. Some indicator is required to highlight these questions.

· Make sure independence indicators are circled on all pieces of work.

· Practical stickers to be used to highlight any practical activities taking place in the week so there is evidence that the lessons took place in the books. **(see me for printing labels)**

· Money to be taught through Multiplication and Division to make up the time spent on previous units and securing children's understanding of key concepts.

· Value stickers to be used in books to highlight excellence, effort, collaboration, respect.

We agreed as a staff that Maths teaching should be taking place every day and recording should be 4 times a week (practical lessons included in this).

Things for discussion on Monday in our meeting after school:
Problem solving questions and how to highlight them.
Practical lessons and labels
Recording in books (How often)
Contextual Day (Kirsty to describe)
4 a day (retrieval)
Fluency resource and other resources to show
Assessment—how to show whole class progression

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Inclusion – *Challenge and adaptation*

SEND Assessment E/M/X Tracker

Maths SEND/inclusion offer

- Our Maths curriculum is a spiral planned curriculum that allows for a flexible approach to time spent on units. The curriculum is designed so that content is revisited and built upon. It may be appropriate to revisit Mathematical topics and concepts more often with children with SEND to support 'over learning' and retention.
- Our Maths curriculum promotes inclusion with Multi-sensory approaches and appropriate differentiation. Concrete and pictorial resources are available in well resourced classrooms to support children with their mathematical learning and discussions. Our CPA approach (concrete, pictorial, abstract) supports inclusive high quality teaching and a deep understanding of mathematical concepts.
- Stockport SEN Standards are used for assessment, tracking and target setting in Maths.
- Children with SEND are able to articulate their learning and the support they receive.
- Our Mastering Number sessions focus on strengthening children's deep understanding of number and fluency with number facts through daily repetition of key concepts, which links to our metacognitive approaches to teaching and learning - 'Can you still?' and plenary triangle.
- Dyslexia friendly teaching and learning strategies.
- 'Brain breaks' are provided for all children, if required.
- New vocabulary and symbols are introduced, explored and displayed on the Maths working walls along with working examples of Maths concepts. Stem sentences are used in the Mastering Number sessions. They provide scaffolding to help children become more confident in speaking mathematically and move children to a more abstract way of thinking.
- Language in lessons is clear, unambiguous and accessible. Wording of questions is carefully thought out, avoiding complex vocabulary and sentence structure. Time is given for children to respond to open ended questions.
- Ongoing and termly assessments allow for swift intervention, informing the formation of additional/intervention groups. Bright Maths is a targeted intervention programme used within school. Intervention work is clearly linked to classroom work and children can articulate this (at a level appropriate to them.)
- Support from additional adults is planned to scaffold pupils' learning, allowing them, increasingly to work independently. Mixed ability groupings or pairings along with whole class are used across the school.
- Teach Active is used as a whole school cross curricular approach to improve attitudes and attainment in Maths, whilst also improving children's health and wellbeing through physical activity. Each class engages in Teach Active lessons.
- Daily mindfulness empowers our SEND children with the skills to look after their own mental health by increasing focus, improving academic performance and decreasing levels of stress.

Possible Indicators

Working towards on TAFs.

Difficulty retaining maths skills and concepts taught.

Highlighted children on progression grid who are working towards.

SEND Assessment E/M/X Tracker

KS1   SEND assessment - EMX Tracker   22-23

Predictions for End of Year

Autumn -

Name and class	Main area of need	Reading	Writing	S&L	Maths / Number	Maths/ Shape	Science	Computing	PSHE	History	Geog	RE	Art	DT	Music	P
	EHCP ASD	On track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track
	EHCP ASD	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track
	EHCP ASD	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track
	Communication & Interaction (speech)	on track	on track	Not on track	on track	on track	on track	on track	on track	on track	on track	on track	on track	on track	on track	on track
	SEMH	on track	on track	on track	on track	on track	on track	not on track	on track	on track	on track	on track	on track	on track	on track	on track
	Communication & Interaction	Not on track	not on track	Not on track	not on track	not on track	not on track	not on track	not on track	not on track	not on track	no t on track	no t on track	not on track	no t on track	no t on track

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SEND/ Inclusion Offer

Maths Provision Map

The Inclusion offer for maths is written in parallel with our Whole School Provision Maps, which detail the Quality First Teaching Strategies included in our Universal Offer.

Individualised
EHCP referral

SSP with maths targets included. Stockport SEN Standards Tracker is used for monitoring progress, attainment and assessment in Maths.

Monitoring during Phase Progress Reviews.

Children are able to articulate their learning and the support they receive.

Recording using numeral cards or circling numerals on number lines rather than writing them.

Targeted
Ongoing and termly assessments allow for swift intervention, informing the formation of intervention groups. Intervention work is clearly linked to classroom work and children can articulate this (at a level appropriate to them.)

Teacher or TA support within the classroom to access QFT.

Monitoring during Phase Progress Reviews.

Identification to SENDCo and Subject Lead.

Universal
Our curriculum is a spiral planned curriculum that allows for a flexible approach to time spent on units. The curriculum is designed so that content is revisited and built upon. It may be appropriate to revisit Mathematical topics and concepts more often with children with SEND children, to support 'over learning' and retention. At the beginning of each lesson prior learning and misconceptions are addressed. Our Maths curriculum promotes inclusion with multi-sensory approaches and appropriate differentiation. Concrete and pictorial resources are available in well-resourced classrooms to support children with their mathematical learning and discussions. Our CPA approach (concrete, pictorial, abstract) supports inclusive high quality teaching and a deep understanding of mathematical concepts. Our Mastering Number sessions focus on strengthening children's deep understanding of number and fluency with number facts through daily repetition of key concepts, which links to our metacognitive approaches to teaching and learning - 'Can you still?' and plenary triangle. Dyslexia friendly teaching and learning strategies. 'Brain breaks' are provided for all children, if required. New vocabulary and symbols are introduced, explored and displayed on the Maths working walls along with working examples of Maths concepts. Stem sentences are used in the Mastering Number sessions and maths sessions. They provide scaffolding to help children become more confident in speaking mathematically and move children to a more abstract way of thinking. Language in lessons is clear, unambiguous and accessible. Wording of questions is carefully thought out, avoiding complex vocabulary and sentence structures. Time is given for children to respond to open ended questions. Support from additional adults is planned to scaffold pupils' learning, allowing them, increasingly to work independently. Mixed ability groupings or pairings along with whole class are used across the school. Daily mindfulness empowers our SEND children with the skills to look after their own mental health by increasing focus, improving academic performance and decreasing levels of stress. Verbal praise recognising the process, progress and effort, not just achievement. Stickers in maths books to reflect our school values of effort, excellence and collaboration. Children **not** removed from whole class. Explicit teaching of strategies to minimise the impact of limited working memory when completing calculations, e.g. use of a whiteboard for jotting down key information. Opportunities to apply their skills and to build their mathematical language in practical situations. Songs, games, stories, rhymes and mnemonics are used to highlight procedures. Multiple examples of new concepts provided with examples taken from real life rather than talking in abstract.

Subject evaluation - *How do I find out about what's going well and what needs to improve?*

Maths On a Page 2022/ 23

Data

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- Maths 87.2% (Girls), 78.7% National
- Maths 33.3% (E) , 43.1% and 13.8% National
- Maths 85.2% (PP/ FSM), 75.9% National

Data

KS1

- 75% Exp+ (All), 67.7% National   23.9% GDS, 15.1% National
- 72.3% Exp+ (Boys), 68.1% National   25.5% GDS, 17.7% National
- 78% Exp+ (Girls), 67.2% National   22% GDS, 12.4% National
- 37.5% Exp+ (SEND), 100% (E) 32.9% (SEND) 14% (E) National   12.5% GDS (SEND) 0% (E), 4.5% (SEND) 2.2% (E) National
- 35.3% Exp+ (PP/ FSM), 51.8% National   0% GDS, 6.7% National

Actions-What Will You Do?

- Progress reviews (Oct), identification of children, targeted additionality groups (maths)
- Work with Maths Hub to enhance maths in school—devise an Action Plan (first action to be an Intent statement for maths across school incorporating our school values)
- Whole school display on maths progression from EYFS to Yr2 needs to be updated in line with recent changes.
- Monitoring to be completed (pupil voice, learning walks, book looks) – ensure consistency in maths working walls.
- Look into purchasing an appropriate intervention programme for all year groups.
- Look at TA training in maths.
- Looks at links with home/parents in relation to maths.
- Look at resources in line with Calculation Policy.

Maths at BLINS-What's in Place?

- Progression grids for Maths
- Assessment grids in Curriculum Files; end points, TAFs in KS1, Development Matters in EYFS
- Mastering Number
- WRM planning used
- Additionality for targeted children based upon TA, Progress Reviews, SEND status, PP status
- SEND; see SEND Pyramid for Maths
- Homework via Seesaw for Reception and weekly in books for KS1

Subject Leader Monitoring & Support-How do You Know?

- Half-termly Footprint Reviews
- Termly Learning Walks
- Staff meetings
- Pupil voice
- Curriculum files, including gap analysis
- End of year data
- Data Pack analysis
- Subject Lead focussed twilight meetings (Nov)
- Being part of the Maths Hub

Strengths

EYFS

Above in all areas (see above)

KS1

Combined Boys and Girls above National and LA in Expected + (75%) National (68%)and LA (69%)

Above National and LA in Expected + and GDS for both boys and girls. (see above data)

Maths GDS (24%) is above National (15%) and LA (17%).

SEND Above National and LA in Expected + and GDS (See above data)

Development Points

EYFS

Introduce WRM for Reception Number maybe ?

KS1

Gender gap is mirrored in National and LA but ours is slightly higher - Boys 72% Girls 78%

We do have a slight gender gap in GDS (Boys 26% Girls 22%)

PP/FSM 35.3% Exp+ 51.8% National 0% GDS, 6.7% National

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Data

KS1

- 75% Exp+ (77% Spring 1) (All), 67.7% National   23.9% (28% Spring 1) GDS, 15.1% National
- 72.3% Exp+ (80% Spring 1) (Boys), 68.1% National   25.5% (25% Spring 1) GDS, 17.7% National
- 78% Exp+ (70% Spring 1) (Girls), 67.2% National   22% (18% Spring 1) GDS, 12.4% National
- 37.5% Exp+ (51% Spring 1) (SEND), 32.9% (SEND) National   12.5% (38% Spring 1) GDS (SEND) , 4.5% (SEND) 35.3% Exp+ (69% Spring 1) (PP/ FSM), 51.8% National   0% (16% Spring 1) GDS, 6.7% National

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Strengths

EYFS

Above in all areas (see above)

KS1

Combined Boys and Girls above National and LA in Expected+ (75%) 77% Spring 1 National (68%) and LA (69%)

Above National and LA in Expected+ and GDS for both boys and girls. (see above data). Only boys now Expected+ and GDS in Spring 1

Maths GDS (24%) is above National (15%) and LA (17%). 25% Spring 1

SEND Above National and LA in Expected+ and GDS (See above data)

Development Points

EYFS

Monitor changing of planning and targets.

KS1

Gender gap is mirrored in National and LA but ours is slightly higher - Boys 72% 80% Girls 78% 70% (switched round 10% gap)

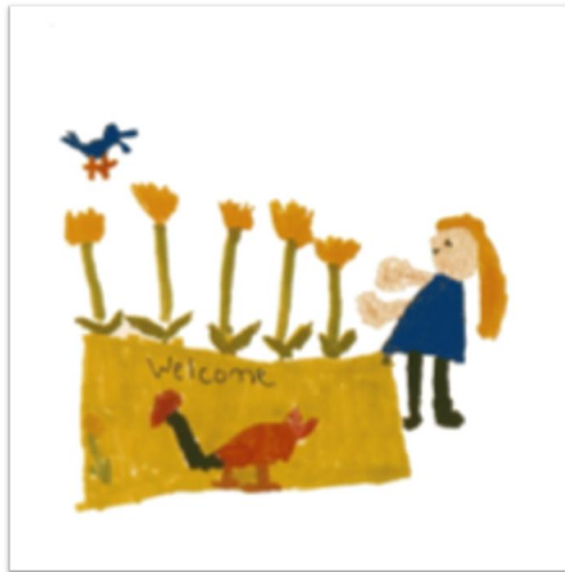We do have a slight gender gap in GDS (Boys 26% (25% Spring 1) Girls 22% (18% Spring 1)

PP/FSM 35.3% (69% Spring 1) Exp+ 51.8% National 0% GDS, 6.7% National

Policy

Banks Lane Infant and Nursery School

Working together, nurturing excellence

Maths Policy

- In the process of being updated
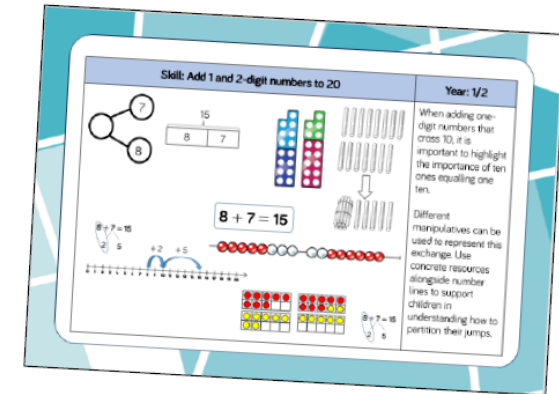
WRM Calculation Policy

Calculation Policy

Welcome to the White Rose Maths Calculation Policy.

This document is broken down into addition and subtraction, and multiplication and division.

At the start of each policy, there is an overview of the different models and images that can support the teaching of different concepts. These provide explanations of the benefits of using the models and show the links between different operations.
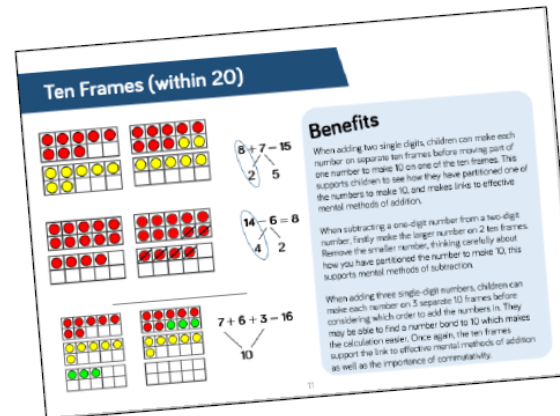
Each operation is then broken down into skills and each skill has a dedicated page showing the different models and images that could be used to effectively teach that concept.

There is an overview of skills linked to year groups to support consistency through out school. A glossary of terms is provided at the end of the calculation policy to support understanding of the key language used to teach the four operations.