Mathematics at Bempton Primary School

The whole ethos of Bempton Primary School is to provide every child with a happy, caring, learning environment in which he or she can develop their full potential in mathematics – whatever their needs and irrespective of ability, race or gender.

Statement of Intent

We believe that:
Mathematics provides a way of viewing and making sense of the world; it equips pupils with a powerful set of tools to understand and change the world. These tools include logical reasoning, problem solving skills and the ability to think in abstract ways.

Key Skills

Key skills which children will develop through maths are:
mental strategies (not just confined to number)
written methods
practical work
investigational work
problem solving
consolidation of basic skills and number facts
mathematical discussion

Content

At Bempton Primary we follow the White Rose Maths scheme from EYFS through to Year Six. We incorporate fluency, reasoning and problem solving into lessons so the children develop a deeper understanding of mathematics.

Implementation

Pupils are provided with a variety of opportunities to develop and extend their mathematical skills. Lessons follow a flexible format according to the concept/s being taught and the needs of the pupils. The teaching of mathematics provides opportunities for: whole class, group and paired work; individual and group/individual work with a teacher or teaching assistant. We give students opportunity to engage in a variety working methods: the development of mental strategies (not just confined to number), written methods and practical work, investigations and problem solving, consolidation of basic skills and number facts and mathematical discussion.

Monitoring and Assessment

Information for assessment will be gathered in various ways; by talking to the children, observing their work, marking their work, SATs/Optional SATs papers and assess and review lessons. These sources of evidence will enable teachers to ensure that progress and achievement is measured against national criteria and give a clear and detailed picture of what a child can do in mathematics.
Information from these assessments will be used to: inform future planning, identify strengths and weaknesses, provide individual and group target setting, and provide information for teachers, pupils, parents and future schooling.

Impact

The intent of our mathematics curriculum is to design a curriculum, which is accessible to all and will maximise the development of every child's ability and academic achievement. We want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. We intend for our pupils to be able to apply their mathematical knowledge to science and other subjects.