



MATHS



INTENT

Mathematics teaches children how to make sense of the world around them through developing their ability to calculate, reason and solve problems. Our children understand that mathematics is an essential skill. It is critical to science, technology and engineering. It is also necessary for financial literacy and most forms of employment. Our mathematics curriculum provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

We will equip our children with the confidence to make mistakes, 'talk like a mathematician' and apply their knowledge in multiple ways to develop their fluency in reasoning and problem solving in a safe and supportive environment.

3D CURRICULUM

Maths forms part of children's home learning every week with children in KS1 using Mathletics and KS2 using MathsWhizz at home to support their learning.

Continuous professional development is planned across the year in order to ensure staff are able to best support and develop children's maths skills and learning.

Parents are encouraged to be involved in maths and their children's learning through workshops and maths homework projects.



- Recognising links across the curriculum are celebrated where possible, particularly in subjects such as science and design and technology.
- Designated events are planned every year to celebrate our learning and immerse children in the power of mathematic knowledge e.g. number day, careers week, class battles tournament.
- Vocabulary lists for all subjects have been created to expose children to more words to expand their vocabulary.
- Vocabulary lists are visible on all working walls.

ASSESSMENT AND FEEDBACK

- We ensure only high quality resources are used to support learning and assessment. These are selected from the NCETM resources Ready to Progress Documents and NCETM 'Teaching for Mastery' Resources.
- Children take responsibility for their learning through regular formal and informal self-assessment alongside continuous adult feedback, both verbal and 'in the moment'.
- Lessons incorporate revisit and retrieval elements, promoting the facilitation of recalling information from long-term memory. Many lessons begin with a 'flashback 4'.
- Our calculation policy is used within school to ensure a consistent approach to teaching the four operations over time.
- Children are formally assessed termly using NFER/SAT papers. Children then reflect on unconfident areas with teaching staff through clear modelling and have the opportunity to develop their knowledge and understanding.

SEQUENCING AND PROGRESSION

We follow the National Curriculum, which sequences and structures the teaching into year groups. We use White Rose to ensure the curriculum is covered in full and in manageable and logical steps. White Rose planning is followed in EYFS, KS1 and KS2. White Rose research-based schemes of learning are designed to support a mastery approach to teaching and learning. They support teachers to focus on breadth over depth.

The Development Matters statements linked to Maths: Number, and Maths: Shape, Space and Measures in the Early Years Foundation Stage. The 2020 non-statutory 'Ready to Progress' guidance is also incorporated.

The concrete- pictorial-abstract approach to introducing new content is used across the curriculum.

Opportunities for retrieval are provided across the curriculum.

Subject specific vocabulary is meticulously plotted across the maths curriculum to share and use in context with children. Vocabulary is highly visible on Maths Working Walls.

IMPLEMENTATION

IMPACT

Children think of themselves as mathematicians and are happy learners who talk enthusiastically about their learning and are eager to further their progress in maths. They talk confidently about the subject and its links to the wider world. Children use a wide range of mathematical vocabulary accurately and can explain their mathematical thinking confidently. Children's fluency in number is evident in lessons. Their confidence with key skills such as timetables supports their ability to problem solve and reason.

Staff are knowledgeable and confident to teach well-planned and sequenced lessons using a range of resources and approaches that meets the needs of the children.