



Maths Curriculum

Intent:

At St Mary's our intent for Mathematics is to teach a rich, balanced and progressive curriculum using Maths to reason, problem solve and develop fluent conceptual understanding in each area. Teachers, Senior Leaders and Governors are kept regularly informed of developments in our frequently reviewed curriculum. Teachers are supported and aided in their roles ensuring confidence in the skills and facts they are required to teach. Lessons are child focused with the aim that all children can make progress throughout each lesson.

Our curriculum allows children to better make sense of the world around them, relating the pattern between Mathematics and everyday life. Our policies, resources and schemes support our vision e.g. our calculations policy and NCETM Teaching for Mastery documents. The mapping of Mathematics across school shows clear progression in line with age related expectations. Mathematics in our school is enhanced by our individual class working-walls designed to aid children through each topic, through targeted interventions and also in our collaboration with external organisations, such as the Great North Maths Hub Teaching for Mastery workgroups.

Implementation:

Staff refer predominantly to the NCETM Teaching for Mastery PD materials and Curriculum Prioritisation materials when planning a sequence of lessons – these are used across KS1 and KS2 allowing children to be exposed to a variety of different types of learning and problems. In EYFS, staff plan learning sequences using the Early Years Framework from Development Matters and the Mastering Number @ KS1 materials from NCETM. Teachers also implement the schools agreed calculations policy. There is coherent progression seen in planning within each unit and activities. Additional activities, from resources such as I See Maths, nRich and YouCubed, are used in lessons to provide rich Mathematical tasks. We use Mastering Number whole class interventions to support pupils with key curriculum know, including addition and subtraction number facts in KS1 and multiplication and Division in KS2.

Mathematical vocabulary is displayed on working walls and discussed with children who are encouraged to use it independently. It can also be visible whilst using sentence stems during lessons and children are given opportunity to reason and solve problems regularly; learning is varied and allows for deep and secure understanding. All children are given the opportunity to access a variety of learning activities in each Maths lesson and are supported and challenged where appropriate. Parents are informed of and encouraged to be involved in our school Mathematics implementation through parent documents, surveys, workshops, 'Maths in Action' lessons, Maths homework, TT Rockstars and Numbot challenges, parent's evenings and termly reports.

Children are given time to practise and perfect their calculation strategies and understanding, including giving pupils opportunity to make appropriate decisions when estimating, calculating and evaluating the effectiveness of their chosen methods. Feedback is given to pupils at the first appropriate opportunity and is designed to ensure pupils are well informed and making visible progress.

Discussion is essential to our learning and time is planned into lessons for this, task types are varied to suit pupils whilst reasoning in writing remains one of our key focuses. Investigative tasks are designed to allow pupils to follow lines of enquiry and develop their own ideas, justifying and proving their answers. Children work both collaboratively and independently solving problems, which require them to persevere and develop resilience. They are given the opportunity to use concrete materials, pictorial representations and abstract methods in the recording of the Maths work.

Staff are given the opportunity to attend CPD events run by the local authority and external providers, such as the Great North Maths Hub. Feedback and good practise is shared in staff meetings to ensure up to date knowledge is being shared regularly.

Teachers use a range of formative assessment activities to make judgements on children's progress throughout lessons and across units of work. This enables teachers to adapt planning and lessons to suit the needs of the children. As children move into Key Stage 2, summative assessments take place to provide further information on children's progress. Results are collated and used to inform assessment judgements that take place. Assessment is also used by teachers to inform future planning.



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Impact:

The impact of our Mathematics curriculum is that children understand the relevance of what they are learning in relation to real world concepts. We are aiming to foster an environment where Maths is accessible to all and it is OK to be 'wrong' because the journey to finding an answer is most important part of the learning. We would like our children to have a 'Mathematical mindset' and they make measurable progression in their time at St Mary's. We want Maths to be challenging and to foster enjoyment through engagement and progress.

Children's Maths books have a range of activities showing evidence of fluency, reasoning and problem solving. Feedback and interventions are used to support children to strive to be the best mathematicians they can be, with the aim to be that a greater proportion of children are making better than expected progress across the school.

Children are taught to choose the equipment and methods they need to help them to learn along with the strategies they think are best suited to each problem. Children are developing skills in being articulate and are able to verbally, pictorially and in written form reason well.