

Maths Curriculum Statement

Mathematics is extremely important to us here at St. Margaret's. Our aim by the end of each child's primary education is to produce confident mathematicians who are able to calculate (using all four operations), reason, problem solve and competently make connections in all the maths that they do. Maths is more than just numbers and shapes and children need to be taught to look for patterns, make connections between things and also learn to generalise when answers are unknown.

Intent

At St. Margaret's Primary School, we believe mathematics is an important part of children's development throughout school, right from an early age. We intend on delivering a curriculum which:

- Allows children to be part of creative, well thought out and engaging lessons that will give them a range of opportunities to explore mathematics.
- Gives each pupil a chance to believe in themselves as mathematicians and develop the power of resilience and perseverance when faced with mathematical challenges.
- Recognises that mathematics underpins much of our daily lives and therefore is of paramount importance in order that children aspire and become successful in the next stages of their learning and necessary for financial literacy and most forms of employment.
- Engages all children and entitles them to the same quality of teaching and learning opportunities, striving to achieve their potential.
- Makes rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.
- Allows children to learn from mistakes. Children are taught to embrace mistakes whilst looking for reasons why they are made in order to progress their understanding, be resilient and take risks while they work.

Implementation

Our approach to the curriculum is designed to develop children's knowledge and understanding of mathematical concepts from the Early Years through to the end of Year 6.

Teaching and Learning

- In school, we follow the national curriculum and use White Rose Scheme of work as a guide to support teachers with their planning and assessment alongside other good resources of our choice.
- Staff are expected to refer to the calculation policy to help choose appropriate methods for children in their year group. Basic number and fraction skills are taught and regularly practices in short daily arithmetic sessions.

- All lessons begin with a short starter linked with assessed gaps identified in the class to support retrieval practice and develop long-term memory.
- Children are taught through clear modelling and have the opportunity to develop their knowledge and understanding of mathematical concepts through a concrete, pictorial, abstract approach. Using objects, pictures, words and numbers to help children explore and demonstrate mathematical ideas, enrich their learning experience and deepen understanding at all levels.
- Carefully differentiated 'challenges' set in each lesson are chosen to support those who need it and additionally extend children who need to progress further.
- Children move through these different 'challenges' of their learning at their own pace and learn to make choices (according to their individual needs) of the level of work they feel confident to complete.
- Resources are readily available to assist demonstration of securing a conceptual understanding of the different skills appropriate for each year group.
- Children with additional needs are included in whole class lessons and teachers provide scaffolding and relevant support as necessary. For those children who are working outside of the year group curriculum, intervention activities are provided to ensure their progress.
- Within class children are given opportunities daily to practice times tables using various online resources. In particular year 4 are using such resources to prepare them for the government 'Year 4 Times Table Test' in June.

Leadership, Assessment and Feedback

- Maths assessment at St Margaret's takes place every term, this assessment in turn informs the planning and teaching in a regular cycle. Gap analysis of any tests that the children complete is undertaken and fed into future planning. On Learning Ladders, statements of what the children have achieved are then filled out using this information alongside teacher assessment to show how children have progressed in that term.
- Children's scores are tracked alongside their previous achievements, this informs the intervention timetable which is regularly updated to keep children on track to achieve their targets and beyond.
- Feedback is given on children's learning in line with our marking policy. Children are encouraged to respond to marking using purple pen responses. Daily, ongoing assessment within every lesson helps teachers to identify the children who need more support to achieve the intended outcome and who are ready for greater stretch and challenge through planned questioning or additional 'challenge' activities.
- Summative assessments are completed at the end of the academic year and reported to parents in reports. Additionally, children in year 2 and 6 will receive their SATS scores.
- The maths leader has a clear role and overall responsibility for the progress of all children in maths throughout the school. Key data is analysed and regular feedback is provided, to inform on progress and future actions.

Impact

- Children demonstrate a quick recall of facts and procedures. This includes the recollection of the times table.
- Children show confidence in believing that they will achieve.
- Each child achieves objectives (expected standard or more) for year group.
- The flexibility and fluidity to move between different contexts and representations of maths.
- The chance to develop the ability to recognise relationships and make connections in maths lessons.
- Mathematical concepts or skills are mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations.
- Children show a high level of pride in the presentation and understanding of their work.
- Children look forward to and enjoy their maths learning.

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