



All Saints CE First School

Maths Curriculum Statement

Intent

When teaching Mathematics at All Saints, we intend to provide a curriculum which caters for the needs of all individuals. We incorporate sustained levels of challenge through varied and high quality activities with a focus on fluency, reasoning and problem solving. Children are required to explore Maths in depth, using mathematical vocabulary to reason and explain their workings. A wide range of mathematical resources are used and pupils are taught to show their workings in a concrete fashion, before establishing ways of pictorially and formally representing their understanding. They are taught to explain their choice of methods and develop their mathematical reasoning skills. We encourage resilience and acceptance that struggle is often a necessary step in learning. Our wider Mantle is 'Everyone can do Maths.'

Implementation

At All Saints, Maths is taught as a discrete subject following the National Curriculum programmes of study. We do however, maximise any opportunities to develop Maths skills through our Commando Joe Curriculum. We recognise that in order for pupils to progress to deeper and more complex problems, children need to be confident and fluent across each yearly objective. We follow the Maths Hub White Rose schemes of learning to ensure that the coverage for the year is completed and as a MAT we have written our own Calculation Policy that is used by all staff and shared with all stakeholders.

To support us we have a range of mathematical resources in classrooms including Numicon, Base10 and place value counters. We also use a range of planning resources including those provided by the White Rose Hubs, NCETM, NRICH, Deepening Understanding and Classroom Secrets.

Our Maths curriculum is organised into blocks. These blocks are broken down into small achievable steps. Our aim is that all children can access these steps. Wherever possible we follow a CPA approach:

Concrete- all children have opportunity to use concrete objects and manipulatives to help them understand what they are doing

Pictorial- children then build on this concrete approach by using pictorial representations, which can then be used to reason and solve problems

Abstract- With the foundations firmly laid, children can move to an abstract approach using numbers and key concepts with confidence.

Lessons provide opportunities for children to practise recalling facts (varied fluency) and to engage in reasoning and problem solving. Our Maths teaching provides breadth and challenge. We strive to improve children's recall of important facts with our **Weekly Big Maths** – 'Beat that' challenges and the children thoroughly enjoy using Mathematical APPs such as NumBots and TT Rockstars.

We continuously strive to better ourselves and frequently share ideas and things that have been particularly effective. We also take part in training opportunities and regional networking events. Through our teaching we continuously monitor pupils' progress against expected attainment for their age. We use summative assessments such as White Rose end of block and termly assessments, making notes where appropriate and using these to inform our discussions in termly Pupil Progress Meetings and update our summative school tracker. The main purpose of all assessment is to always ensure that we are providing excellent provision for every child and adapt our teaching to ensure understanding.

Impact

Through moderation of planning, lessons and books, we can be sure that progress is made across all year groups. If progress is not being made, support is immediate and steps provided to ensure all pupils achieve and make progress.

Summative assessment takes place at the end of each term and children's progress and attainment is discussed with school leaders in pupil progress meetings. Formative assessment takes place on a daily basis and teachers adjust planning accordingly to meet the needs of their class. The teaching of mathematics is monitored by leaders through lesson observations and book scrutinies.

Next Steps

- Develop knowledge, understanding and skills of teachers across the age range using a Maths Mastery approach
- Build evidence of Maths attainment and progress by checking and analysing internal and SATs data. Use data to target those needing interventions
- Monitor appropriate use of physical resources across the school
- Attend pyramid Maths network and moderation meetings
- Investigate the use of published schemes that compliment White Rose (Power Maths and Maths No Problem)
- Complete the Maths Times Table Check with Year 4