The Intent, Implementation and Impact of our Curriculum

Our Maths lead is: Miss P Daley

Non-Negotiables

- Maths lessons to be taught daily including basic skills.
- Teachers make sure all children have regular and fair access to both their teaching input, and T.A support.
- White Rose Maths is taught through all year groups, including EYFS.
- Daily opportunities to use concrete resources in all year groups.
- Fix it time MUST be given daily and needs to be visible impact in the books that the children are responding to questions/next steps/challenges
- Ask yourself - Are all the children learning in every lesson? Is every child being targeted and making progress?
- Working walls in the classroom needs to reflect the unit currently being taught. These should be updated regularly.

Introduction

Mathematics is important in everyday life. It is integral to all aspects of life and with this in mind we endeavor to ensure that children develop a healthy and enthusiastic attitude towards mathematics that will stay with them.

This policy outlines what we are aiming to achieve in respect of pupils' mathematical education. It also describes our agreed approach to the planning, delivery and assessment of the mathematics' curriculum.

The National Curriculum (2014) for mathematics describes what must be taught in each key stage. The mathematics taught and the methods used reflect both the statutory requirements and the non-statutory guidance and recommendations outlined in the following documents:

(A) The Revised Statutory Framework for the EYFS (2025)
(B) The Development Matters in the EYFS (2023)
(C) Mathematics Programmes of Study: key stages 1 and 2 National Curriculum in England (2021).

This policy provides information and guidance for staff, governors and other interested persons.

All pupils can achieve in mathematics! There is no such thing as a 'Maths person', or the belief that some people can do maths and others cannot. Everyone can succeed with the right foundations.

A high-quality mathematics education 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.

A typical maths lesson at St Mary's RC Primary School will provide the opportunity for all our pupils, regardless of their current ability, to work through a range of **fluency, reasoning and problem solving** activities.

Intent

The intention of the maths curriculum at St Mary's RC Primary School is to support children to achieve economic well-being and equip them with a range of skills, knowledge and the ability to solve problems in a variety of contexts.

We embed a mastery approach across school in the teaching and learning of mathematics. The underlying principle of Mathematics Mastery is that, instead of learning mathematical procedures by rote, pupils are taught skills which build a deep understanding of concepts which will enable them to apply their learning in different situations. Through mathematical talk, children will develop the ability to articulate, discuss and explain their thinking. We will provide the necessary resources to enable all

children to access the curriculum and encourage them to use these, where appropriate, to explain their logic and reasoning.

Who is Involved

- Leadership Team: monitoring, evaluation, modelling good practise and training.
- Class Teachers: giving a range of Feedback in various forms.
- Pupils: self -assessment and peer assessment to improve their own and other's work.
- Teaching assistants and support staff.
- Supply Teachers and Trainee Teachers are required to follow the policy.

Implementation

At St Mary's, children are encouraged to make mistakes in a safe and supportive environment. They are supported to discuss these misconceptions with their peers and staff alike. We place oracy at the heart of our learning, through shared work and class discussions. Use of appropriate vocabulary is modelled throughout lessons by both staff and children, allowing everyone to grow in confidence. Once a child can articulate their understanding of a concept, they can truly begin to make connections within their learning.

We know that in order for pupils to progress to deeper and more complex problems, children need to be confident and fluent across each of the yearly objectives. We follow the **White Rose Maths** schemes of learning to ensure that learning is built on prior knowledge and that all objectives are covered for each year group.

We plan to the three key principles to deepen children's understanding:

1. Conceptual understanding

2. Language and communication

3. Mathematical thinking

To support these 3 key principals the role of apparatus is vital at all stages. Children work through and within the below learning process to support and enhance their mathematical learning:

Concrete – children have the opportunity to use concrete objects and manipulate to help them understand and explain 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.

Impact

The impact of our maths curriculum results in our children being able to:

- Become **fluent** in the fundamentals of mathematics, so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. including the varied and regular practice of increasingly complex problems over time.
- **Reason mathematically** by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.
- **Solve problems** by applying their mathematics to a variety of problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions – including unfamiliar contexts and real-life scenarios.

We know this because 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 senior 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, pupil interviews and book scrutinies.

Teaching Mathematics to Children with Additional Needs

At St Mary's we aim to provide a broad and balanced education to all pupils. Quality first teaching is considered an entitlement for all pupils. Effective pupil tracking enables identification of pupils who may benefit from early 'intervention' at an appropriate level. We also recognise, and aim to make provision for pupils who have a particular ability in mathematics.

Resources

There is a range of resources to support the teaching of mathematics across the school. Staff are encouraged to use practical and visual models to support children's learning in mathematics. All classrooms have a wide range of appropriate practical apparatus. A range of audio visual aids are also available and a range of software is available to support mathematics work.

Responses to Children's Work

We recognise the importance of responding to children's work, whether orally or in writing. We seek to encourage children by acknowledging positive achievements. This could

include praise for use of a viable method even if the end results were incorrect. Children are frequently provided with problem solving and reasoning questions, to support and enhance their understanding and make links between previous and future learning. Children are given opportunities, and actively encouraged, to explain their work to others and to display their work when it seems appropriate. They are encouraged to value and respect the work of others.