

Maths

Intent

At St. Mary's, we aim to create enthusiastic, inquisitive and knowledgeable mathematicians, fluent in the fundamentals of this subject. We strive to make maths a positive, enjoyable and fun learning experience, and to develop every child's thinking and communication skills. We want our children to be confident, brave mathematicians who reason mathematically and ask questions. Our maths lessons should be engaging and develop a sense of curiosity in our pupils.

Implementation

Our intent is delivered through carefully planned lessons that are designed to gradually develop concepts and mathematical skills. Teacher's planning makes use of the NCETM mixed aged planning resources in KS2, and single aged in KS1. Number Sense, Power Maths and White Rose Maths resources are also used to complement this. In EYFS children experience a mixture of whole-class teaching and group work as well as maths being carefully woven into the areas of provision. EYFS children follow the NCETM linked resources specifically written for this stage.

Throughout school, concrete manipulatives are used to expose mathematical structures and to scaffold learning. These are used alongside pictorial and abstract representations. Our Maths Leads are in the second year of the NCETM Teaching for Mastery programme, working alongside other teachers to ensure Teaching for Mastery is secure across the whole school. They are also involved in an NCETM mixed-age research work group to support and influence the development of mixed-age resources.

We currently use the WhiteRose Calculations Policy which outlines the journey through each of the four operations. This is in line with the Concrete, Pictorial, Abstract approach which is part of the Teaching for Mastery principles. We will be creating a new calculation policy to fit with our NCETM planning documents.

We understand the importance of number fluency and the role it plays in mathematical success. Daily Factual Fluency lessons take place in each class, these are discrete sessions, and web resources such as MyMaths and Times Table Rock Stars are used across the school to help with the practise and assessment of these skills both at home and school. Weekly interventions are in place to target children who do not have the necessary factual fluency skills.

Work in maths is either live marked or marked quickly to ensure misconceptions can be addressed before the next lesson. Some children work in small groups to address these misconceptions or are pre-taught a concept to ensure success in whole-class lessons. Within this context, children are taught in mixed ability classes ensuring there is no limit to their potential in achieving high outcomes whatever their starting point. High expectations and excellent subject knowledge ensure that all children are challenged. Interventions target children working below their age-related expectations and aim to reduce the gap between their peers.

Impact

Our children have positive attitudes towards their learning in maths and learn in an inclusive and supportive environment. A new assessment document which uses the Ready to Progress framework will be in place during the current academic year. The school has three assessment cycles in the year which monitor closely what the children have learnt. These assessments allow for misconceptions to be addressed and inform discussions at pupil progress meetings with the Headteacher. These discussions involve identifying key steps for

learners and suggesting possible interventions. Future teacher planning is also informed through these discussions. These approaches have ensured our mathematicians achieve well and are consistently above the national average for attainment.