



St. Peter's Church of England Primary School

MATHS CURRICULUM STATEMENT

Introduction

At St. Peter's, Mathematics forms part of our core curriculum and, as such, holds a prominent place within our daily timetable.

A high-quality curriculum with expert teaching in Mathematics **opens doors to the fundamental knowledge and skills of numbers, calculation, geometry, measures and statistics**; enabling all learners to master essential mathematical skills for learning and life.

Curriculum Vision

A St. Peter's mathematician is highly-skilled and has a range of essential maths facts at their fingertips. They utilise these facts fluently and confidently across all aspects of the maths curriculum and beyond. They calculate efficiently and with accuracy, understanding that this fundamental knowledge opens doors to learning for life.

They are unashamedly curious: they ask questions and have the **courage** to seek a deeper understanding at every point in their learning adventure. They make links across all areas of their learning and seek to demonstrate and share their understanding in a variety of ways. They articulate their thinking and reasoning in ways that help others to develop their own understanding and respond respectfully to the opinions and ideas of others, knowing that we can all support each other to flourish.

A St. Peter's Mathematician **perseveres** when solving problems and thrives on mathematical **challenges**. They understand that mistakes are part of the learning process and value the mathematical journey as much as the answer. They have an insatiable thirst for new knowledge and skills, whilst continually **stretching themselves** in lessons to **achieve more than they dreamed possible**.

Provision, Planning and Delivery

Our Provision

We enact our vision for Mathematics through:

- Providing adequate time for new learning and recall of maths facts every day;
- Building strong foundations in mastering number in Early Years and Key Stage 1;
- Regularly recalling essential maths facts and calculation strategies to ensure mathematical fluency and storage of information within learners long-term memory;
- Modelling and expecting learners to use appropriate mathematical vocabulary to articulate their thinking;
- Supporting learners to calculate accurately and drawing attention to errors to allow learners to learn from their mistakes;
- Encouraging learners to ask questions and challenge their own and others thinking;
- Explicitly teaching more than one way to achieve the right answer;
- Ensuring all learners regularly access opportunities to apply knowledge to problem solving at an appropriate level;
- Giving learners opportunities to grapple with complex mathematical concepts and work collaboratively to solve problems beyond their immediate grasp;
- Helping learners to reflect upon their learning journey and how far they have come.

Planning

Maths is taught in Reception, Key Stage 1 and 2 through a Mastery approach using the White Rose cumulative curriculum. This means that once learners acquire a new skill it is regularly met to ensure that it is stored within a child's long term memory and secure prior learning can be built upon through increasingly more complex mathematical contexts.

The long term plan consists of unit blocks where learners explore and deepen their understanding around one topic. Depending on the unit, these blocks can range from one week to five weeks. This ensures learners build on their foundational understanding of Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions, Measurement, Geometry and Statistics.

Each lesson focuses on practising skills through varied fluency, applying it to a misconception and embedding it through problem solving. Every lesson responds to learners' needs and is adapted to ensure all learners apply and deepen their understanding in the most appropriate way for them. Daily planning reflects White Rose's small steps progressions, which break down complex mathematical concepts to enable all learners to access learning successfully.

In addition to the daily Maths lesson, learners complete daily 'flashback 4' activities to ensure robust knowledge through spaced practice for essential prior knowledge and 'fluent in five' practice to ensure fluency of calculation skills at an age appropriate level.

Delivery

The maths curriculum is delivered in all classes from Year 1 – Year 6 through:

- Daily Maths lesson inc. Flashback 4 (45 - 60 mins)
- Daily Fluent in Five (5 mins)
- Interventions for maths are provided to individual students as required (see Pupil Premium Policy and SEND Local Offer).

Progression

To ensure progression in Mathematics for every child, the White Rose long term plan is adhered to across the school. Progression is assured through the scheme through checking and building upon learners prior knowledge within each unit of learning.

The White Rose progression map outlines, for each unit of learning, how learning builds cumulatively upon prior learning from the previous year group.

Regular use of end of unit assessment tests and summative assessments in Mathematics identifies barriers to learning and misconceptions. These are then used to re-shape subsequent learning episodes and ensure that all planned learning effectively meets pupils' individual and collective needs.

Assessment, Recording and Reporting

Assessment

Children in Years 2 and 6 will undertake statutory assessment tests (SATs) during the first half of the Summer Term. For both Year 2 and Year 6 outcomes for maths are teacher assessed using the published Teacher Assessment Frameworks. In both years, learners complete an arithmetic paper and a reasoning paper

All teachers in Key Stages 1 and 2 formatively assess learners' mathematical knowledge and understanding on a daily basis. They use professional judgement to identify where learners are individually, as a group and as a class and plan learning episodes which build upon this and take learning forward. From the earliest stage, learners are supported to

mark their own work and discuss errors and misconceptions as part of the lesson, to support them in gaining immediate feedback and acting upon this in the moment. At the end of each lesson, learners reflect upon their understanding and identify if they require further challenge, practice or support in the next lesson. This supports all learners to make good progress in Mathematics.

At the end of each unit of learning a formative assessment test is completed to summarise the learning that has taken place within a unit. From this assessment, teachers identify pre-planned next steps for individuals, these are: re-teach, consolidate or extend. These next steps are then acted upon before learners move onto the next unit.

Each term, summative assessments are completed by all learners in Years 1-6 to ascertain whether learners are on track to meet the age related expectations. Outcomes from these termly assessments inform teacher's planning of next steps for the whole-class, small groups and individuals, as well as identify learners in need of additional support or intervention at the earliest stage.

Children in Years 2 and 6 will undertake statutory assessment tests (SATs) during the first half of the Summer Term. The mathematical knowledge and skills acquired throughout each key stage ensure that learners have the tools they need in order to access these examinations successfully. Outcomes from these assessments are shared with parents/carers at the end of the school year.

Recording

Learning in Mathematics is recorded in individual Maths books or files and is predominantly completed independently. Where practical application and group activities are planned, learning may be recorded in the form of teacher observations and photographs, this is particularly the case for learners in Reception and Year 1. Learning is recorded in pencil using squared paper to promote good mathematical organisation.

Reporting

Children's achievements, learning targets and next steps in Mathematics are shared with parents and carers on a termly basis, through termly open door events and parent consultation appointments.

Annually, during the summer term, a formal written report of children's learning is shared with parents/carers which details their child's end of year attainment alongside their achievements and progress in Mathematics over the academic year.

The school reports assessment data to the local authority at the end of Foundation Stage, Year 2 and Year 6 for Mathematics. This data is used to compare the school with other schools in the locally and nationally.

Policy into Practice

The following serves as a list of supporting documents and resources, which support the implementation of this policy into practice:

- White Rose Long Term Plan
- White Rose Progression Maps
- National Curriculum 2014
- Fluent in Five Resources (Third Space Maths)
- Mastering Number (White Rose)
- Stem Sentences (White Rose)
- Mathematical Vocabulary (Third Space)