

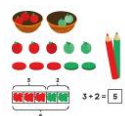


Intent

At St. Luke'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 a part of creative and engaging lessons that will give them a range of opportunities to explore mathematics following a mastery curriculum approach.
- 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.
- Engages all children and entitles them to the same quality of teaching and learning opportunities, striving to achieve their potential, as they belong to our school community.
- Makes rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.
- Provides equal opportunities for children to apply their mathematical knowledge to other subjects (cross-curricular links).
- Is in line with the expectations in the National Curriculum 2014.

Implementation



Our mastery 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 Y6.

Teaching and Learning, Content and Sequence

- In school, we follow the national curriculum and use Maths No Problem in EYFS and Years 1-6 as a guide to support teachers with their planning and assessment.
- The calculations document is used within school to ensure a consistent approach to teaching the four operations over time.
- Morning Maths work will be set every morning in Key Stage 1 and 2. These activities will be a recap of yesterday's work, work from the previous week/month or since the start of term.
- Every class in Key Stage 1 and 2 will also timetable a Maths Meet in which the KIRFs are to be specially taught, times tables are practised as are arithmetic skills.
- Following the Maths No Problem, all lessons begin with an Explore task with the expectation that the children work together as a group to solve the problem using concrete resources or pictorial representation.
- After the Explore task, children are taught through clear modelling and have the opportunity to develop their knowledge and understanding of mathematical concepts. The mastery approach incorporates using objects, pictures, words and numbers to help children explore and demonstrate mathematical ideas, enrich their learning experience and deepen understanding at all levels.

- Children work on the age related objective and use the process of concrete, pictorial or abstract in order to achieve the objective.
- Children who have shown their understanding at a deep level within the lesson, will have opportunities to apply these skills in a mastery activity of draw it, represent it, explain it, story it, make it and prove it. This should be challenging and ensure that children are using more than just one skill to be able to answer the mathematical problems. In addition to these, children are given access to a Dive into a Challenge activity which will practise their fluency, reasoning and problems solving skills. These are integral to the activities children are given to develop their mathematical thinking.
- Resources are readily available to assist demonstration of securing a conceptual understanding of the different skills appropriate for each year group.
- Children are encouraged to explore, apply and evaluate their mathematical approach during investigations to develop a deeper understanding when solving different problems / puzzles.
- 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, individual learning activities are provided to ensure their progress.

Leadership, Assessment and Feedback

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of class teachers to assess all children in their class. The guidance here should be read in conjunction with the school assessment policy document.

In our school we continually assess our pupils and record their progress against National Curriculum objectives.

Information for assessment will be gathered in various ways:

- talking to the children (including using feedback from LSAs)
- observing work (including using feedback from LSAs)
- marking work
- during oral sessions
- using test results

In the Foundation Stage, Baseline Assessment takes place within the first half term of the children's entry in to school and the results are entered on Target Tracker. This is then updated half termly.

As part of the Maths No Problem scheme of work, KS1 and Years 3, 4 and 5, children will be expected to perform end of unit revision worksheets and mid-year reviews. Year 6 will set half termly SAT papers to inform assessment.

The mathematics lead is responsible for mathematics through the school. This includes:

- Ensuring continuity and progression from year group to year group
- Providing all member of staff with guidance and access to a scheme of work to show how aims are to be achieved and how the variety of all aspects of mathematics is taught
- Advising on in-service training to staff where appropriate. This will be in line with the needs identified on the School Development Plan and within the confines of the school budget
- Advising and supporting colleagues in the implementation and assessment of mathematics throughout the school
- Assisting with requisition and maintenance of resources required for the teaching of mathematics.

- Monitor progress over time

Impact

- Children demonstrate a quick recall of facts and methods. This includes the recollection of times tables
- Children show confidence in believing that they will achieve.
- 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 the work