








<p>Our Maths curriculum aims to nurture a love curiosity for maths through mastering number and fluency and providing children with skills to become confident at problem solving while exploring links to the world around us. We aim for our children to have a passion for learning and develop a deep thinking about the mathematical world we live in.</p>	<p style="text-align: center;">FLUENCY </p> <ul style="list-style-type: none"> • Quick and efficient recall of number facts are from EYFS to Y6 • Explicitly taught/practised daily during morning starters or at the beginning of lessons • These skills allow for flexibility when solving problems • Fluency helps to reduce cognitive load by freeing working memory. • Workshops for parents encouraging fluency and flexibility with number. • Resilience to persevere and learn from mistakes— showing their ability to grow in the process. 	<p style="text-align: center;">CONTENT </p> <ul style="list-style-type: none"> • Number and fluency take priority. • Concrete / pictorial / abstract methods are used regularly across all Key Stages. • Maths No Problem Scheme prominent from Y1-Y5. • White Rose Maths, NCETM, Numberblocks used in EYFS and Y6 • MNP content matched with National Curriculum Expectations. • Each year group has a key progression of areas of learning to be covered to ensure coverage and depth. 	<p style="text-align: center;">DEPTH </p> <ul style="list-style-type: none"> • Pupils accrue knowledge to achieve a greater depth of maths concepts. • Challenge is built into lessons through content, questioning, support and/or task. • Questioning develops deeper understanding for all children no matter their learning point in maths. • Ability to use and apply knowledge and skills through reasoning and problem solving is developed across content domain strands of mathematics. • Extended learning recognised and challenge created where needed.
<p style="text-align: center;">EXPLICIT AND DIRECT INSTRUCTION </p> <ul style="list-style-type: none"> • A spiral approach is followed where children's learning is built through depth of understanding and mathematical fluency. • Learning is presented in small-steps, logical sequences organised into individual lessons. • The sequence of lessons is organised with lines of progression. • Worked examples are used (faded scaffolding) and evident. • Skills are taught discretely and practised. • Teachers professional judgement is also used to support individual development. 	<p style="text-align: center;">RETRIEVAL PRACTICE </p> <ul style="list-style-type: none"> • Multiplication facts are taught, practised and tested through many resources including TTRockstars. • Consolidation of learning can be integrated through many other resources including online Mathletics, Target your Maths. • Hit the Button, Mathletics and Numbots are used to support recall of number bonds, x-tables and fluency of number. • Fluent in 5 is used regularly across each year group. • Questioning draws on previous knowledge throughout the curriculum. • Maths skills are applied in other areas of the curriculum. 	<p style="text-align: center;">PROGRESS </p> <ul style="list-style-type: none"> • Units of work are carefully sequenced so prior knowledge and concepts are built upon from previous year groups and mathematical strands. • Pupil progress meetings are held termly to monitor achievement and progress. • Summative assessments (NFER) are completed in Autumn, Spring and Summer. • Teacher assessments are made at this stage also. • Interventions are in place and reviewed termly. • End of Unit assessments carried out for MNP as COLD MATHS tasks. 	<p style="text-align: center;">SUPPORT </p> <ul style="list-style-type: none"> • Every pupil has access the National Curriculum expectations for Maths. • Same day interventions are in place where possible. • Bespoke (focus on number/fluency) for pupils with SEN. • Interventions are in place at different points in the week to bridge gaps, close gaps or consolidate learning. • Mathematical homework is also set each week to support ongoing class learning. • Power of 2—used in Y3, Y4 and Y5. • Plus 1 - Y1 and 2

Intent

Our school's Mathematics curriculum is underpinned by the National Curriculum Programmes of Study defined by the Department for Education. Teaching and learning in Mathematics is predominantly done in discrete subject lessons. Mathematics equips children with a uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem-solving skills, and the ability to think in abstract ways. The school places great emphasis on the child's acquisition of basic skills, especially the rapid recall of number bonds and times tables. The children are taught to think mathematically and to problem-solve from a number of different perspectives with a focus on understanding the mathematics behind the questions. We embrace a mastery approach to learning in Mathematics, ensuring that all pupils are confident and proficient in the planned knowledge and process knowledge (skills) before moving on to new content. Wherever possible, pupils thinking is challenged and they are encouraged to deepen their mathematical understanding. Our curriculum enables competent and confident mathematicians, who are able to reason.

Implementation

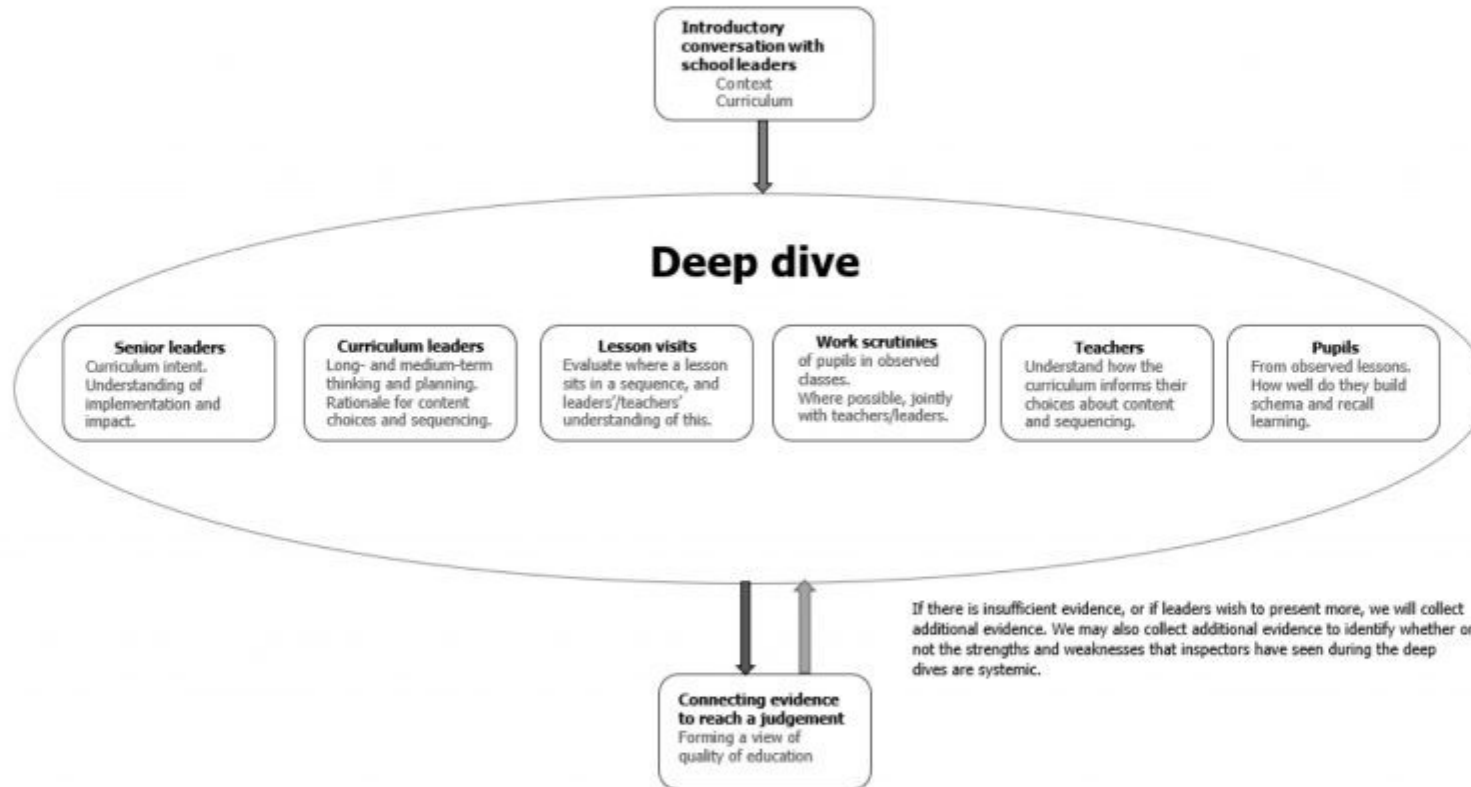
Class teachers follow our curriculum progression documents, alongside Maths No Problem Progression (Y1-Y5) to underpin their planning and teaching, and carefully plan for an appropriate balance of pictorial and concrete resources, alongside abstract problems, to ensure that all pupils can progress within individual lessons, and across a sequence, using mastery approaches. Formative assessment practices identify any learning gaps within individual lessons to inform continuous feedback and next steps for pupils, allowing teachers to plan supplementary lessons where required. Teachers ensure there is sufficient time for regular, focussed rehearsal of core number facts that are essential to solving mathematical calculations and problems.

Impact

At St. Andrew's Primary, we aim to ensure that our pupils gain:

- Deep and sustainable learning in mathematics which they are able to apply to a range of contexts
- An ability to build on previous knowledge
- An ability to reason mathematically about a concept and make connections
- Sound procedural and conceptual understanding
- Fluency and flexibility in the fundamental of Mathematics
- An ability to solve complex problems by breaking them down into smaller steps and showing resilience

Pre-inspection



Bringing it together