

Intent

At St. Peter's , we believe Maths is an essential part of our curriculum; our intent is that we will promote a real love for maths, promoting children's curiosity and enthusiasm within the subject area. We intend for our curriculum to be fun, practical and engaging, giving children a sense of excitement and the ability to use maths in their daily lives with confidence. Teachers will deliver the National Curriculum, promoting a real thirst for understanding, creating ambition to become Mathematicians of the future. We aspire that all children are equipped with mathematical knowledge, skills and vocabulary to use in today's world and tomorrow's.

Implementation

At St. Peter's, there is a daily maths lesson for each class. EYFS follows the NCTEM Mastering number programme which aims to give the children a firm foundation in the development of number. The rest of the school uses the White Rose scheme of learning along with other supporting resources, for example, from NCETM, deepening understanding and Nrich. Lessons are personalised to address the individual needs and requirements of the class. This ensures teachers are planning and preparing based on what the children already know and gives an indication of the children who may need more support or challenge throughout a unit. At the end of each unit, a post-assessment takes place; this informs teachers continual assessment and indicates any children who may need some post-unit work.

Each lesson is designed to build on prior knowledge to increase fluency and to enable high quality reasoning and problem solving skills. Children will spend some time reviewing previous vocabulary and will learn new vocabulary..

New mathematical concepts may be introduced using a 'Concrete, Pictorial and Abstract' approach; enabling children to experience hands-on learning when discovering new mathematical topics, and allows them to have clear models and images to aid their understanding.

Lessons are taught on a small step approach to allow most children to keep together. Within each lesson there will be elements of fluency, problem solving and reasoning which will all have been modelled by the teacher. Some children will be required to 'dig deeper' so an extra challenge will be provided for these children. This challenge will link to the focus of learning within the lesson. If children are finding it hard to keep up they may be taught in a small group to help close the gaps.

Structure of a maths lesson

Connect

Connect with previous learning – flashback , remember two things from yesterdays lesson.

Making links with previous years e.g. sorting shapes . How many? Remember last year we learnt how to subitise?

Making links with previous day's learning.

Explain and Example

Introduce vocabulary with clear explanation .

Go through examples- Think about conceptual variation, non examples, procedural variation.

Provide children with concrete apparatus (if needed) - children have a go at examples- my turn your turn.

Children to use stem sentences to explain answers .

Apply

Deliberate practice.

Thinking about procedural variation.

Recap lesson – what have they learnt.

Challenge - finish with a challenge to do together as a class.

For some children they may find aspects of the maths curriculum difficult and they will have elements of the support below:

Pre-teaching: this gives children the opportunity to develop an understanding of the skill being taught prior to the maths lesson.

Post teaching: this gives an opportunity for children to look at the learning from that day and fix any learning which maybe incorrect

Precision teaching: this allows teachers or teaching assistants to focus on a key skill which may need to be developed by an individual or group of children

Through our teaching we continuously monitor pupils' progress against expected attainment for their age, making formative assessment notes where appropriate and using these to inform our teaching. Not every lesson will produce written work. Marking should be live marking as much as possible which will allow interventions to occur as and when needed. When marking teachers look out for misconceptions versus errors.

The school provides opportunities to learn and practise times tables; this may be in the maths lesson or as a morning activity. Overlearning of this also takes place outside of school, where children have the opportunity to practise their skills on Times Table Rockstars.

Years 5 and 6, from January, have weekly arithmetic tests. After each assessment, scores are collated and the assessments of children scoring below 50% are analysed, which informs intervention groups and whole-class arithmetic sessions during the week after.

End of Unit assessments are carried out so that teachers are aware of what work needs to be reviewed. Summative assessments are completed at the end of each term; their results form discussions in termly Pupil Progress Meetings and update our summative school tracker. The main purpose of all assessment is to always ensure that we are providing excellent provision for every child. There will be opportunities for revisit previously learnt concepts- daily flashback and morning activities.

IMPACT

The amazing Mathematicians of St.Peter's Primary School will (by the end of Year 6):

Primarily, consider themselves a Mathematician and know how to think and investigate as a Mathematician would.

Know and understand the whole number system, including saying, reading and writing numbers accurately.

Know how to use formal written methods for addition, subtraction, multiplication and division and be able to use these confidently.

Know how to solve mathematical problems, involving fractions, decimals and percentages.

Know how to use ratio and proportion in a variety of contexts and understand the purpose of this skill.

Know how to solve problems linked to measurement and understand the link between different units of measure.

Use a range of mathematical vocabulary with confidence.

Know **perseverance** is a key part of problem solving and reasoning and to demonstrate this.