

Walton CEVC Primary School
'Every Child, Every Chance, Every Day'



OVERVIEW OF MATHEMATICS

Why this subject is important in our school:

Our long-term aim is to teach an ambitious, engaging and connected curriculum that covers the content of the National Curriculum right through from Reception to the end of Year 6. Children will leave here with the mathematical skills that they need to access their mathematical learning at secondary school, to ultimately acquire the numeracy skills needed as adults for personal money management, and economic wellbeing in their chosen careers.

Numerical skills involve more than simply the computation of numbers and the learning of tables, although these are an important aspect of the whole mathematical programme. Children should be able to apply these computational skills with speed and accuracy. It is our aim to teach the children to also understand what they are doing and apply mathematical ideas to various situations and real life contexts through practical activities and problem solving.

We have a clear maths calculation policy, which enables the same strategies and methods to be taught consistently across parallel classes and between year groups, and which builds up progressively as the children move through the school. Throughout Key Stage 1 and 2 each class has daily maths sessions which focus on developing children's fluency, reasoning and problem solving within all areas of the mathematic curriculum.

It is taught as a discrete subject, but can also be used to support cross curricular work, where appropriate.

How this subject is organised in our school:

We follow the White Rose long term planning. We have however modified the order in which we teach some of the units in the light of experience and needs of the pupils. We strongly focus on number, specifically place value, calculations, fractions and decimals until they are really secure before doing other units due to this being the strong foundation for good understanding anyway.

From this we teach from the White Rose medium term unit plans, using the small steps modules where appropriate. We are developing as a staff our ability to teach for mastery, with a truly deep understanding of the concepts from a practical to visual to abstract level, developing fluency and the ability to apply, reason and problem solve with these skills. Children who master the concepts more quickly than others progress to 'Greater Depth' with more complex problems, and they are fully extended 'sideways' within Year Group objectives

Teaching assistants are used in most classes to enhance the learning, either as 1:1 support for a few individuals, interventions, and small group support – not necessarily SEN or the lowest attainers, as their deployment may free the class teacher to be able to focus on these groups as well.

How we will measure Impact:

The children's learning and progress is constantly assessed and monitored at many different levels:

- Formative 'Assessment for Learning' occurs throughout each maths lesson, and after it – feedback, which can take different forms, and subsequent responsive teaching arises from this. This has an extremely high impact on each child's subsequent progress.
- Regular summative assessments (e.g. fluency test scores) are made on a daily/weekly/end of unit basis using either our own, or published materials.
- Statutory SATS testing is done at the end of each KS for Yr 2 and Yr 6. Our expectation is that we are always at least in line with, and at best above national expectations in both Key Stages.
- The attitudes towards, and confidence with which children tackle maths, although not quantifiable, is also an extremely important outcome we aim to achieve. Pupil Questionnaires are undertaken to evidence this.