



Haughton St. Giles C.E. Primary Academy Curriculum Statement Mathematics



Dream to Achieve - "I can do all things through him who strengthens me" Philippians 4:13

'The best way to learn maths is to do maths'

Intent	Implementation	Impact
<p>What will take place before teaching in the classroom?</p>	<p>What will this look like in the classroom?</p>	<p>How will this be measured?</p>
<p>The school's senior leadership team will:</p> <ul style="list-style-type: none"> • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of mathematics. • Ensure that the curriculum leader has appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality. • To provide the mathematical equipment and resources to enable all children to have the chance to learn, enjoy and make progress within Maths. 	<p>Our teaching sequence will be:</p> <p>Fast Maths/Quick Arithmetic:</p> <ul style="list-style-type: none"> • Each child from YR1-6 will complete a variety of arithmetic questions, drawing on prior knowledge and supporting the retention of knowledge/skills. • Yr1/2 to complete fast maths during their maths lesson, either at the start or end – dependent upon the lesson plan. • Yr 3- 6 to complete fast maths upon arrival at school. LKS2- 5 daily questions, • UKS2- up to 8 daily questions Teachers to address misconceptions. <p>Times tables</p> <ul style="list-style-type: none"> • KS2 - Every maths lesson to start with instant recall (KS2 and Year 2 from Spring term) • KS1- Summer Term to complete instant recall (yr1 number bonds/ yr2 timetables). <p>EYFS Maths Lessons:</p> <ul style="list-style-type: none"> • Termly knowledge organiser present in maths Learning Journey, to indicate new termly phases of study including phase vocabulary/skills and knowledge. • Initial lesson of a new phase, will be used to clarify and discuss key vocabulary and use questioning to complete a pre-phase assessment of current knowledge. • Children will be provided with questioning discussion, learning tasks and continuous provision opportunities to engage pupils and promote mathematical learning. • Varied fluency, reasoning and problem solving incorporated throughout the phase. 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • A developed understanding of the mathematical skills and knowledge. • A progression of skills, with appropriate vocabulary which supports and extends understanding. • Confidence in discussing mathematics, their own work and identifying their own strengths and areas for development • Show how children will be "mathematicians" through a cumulative maths programme repeating skills in different contexts over the year/school journey to embed and retain knowledge. • They will have a fundamental understanding of the knowledge and skills that are required to be a mathematician, and these can be built upon as they progress through school. • Reinforce the need and enjoyment of maths lessons, within a mathematically rich learning environment, inspiring other children in the school to enjoy maths. • Most importantly, they will have had a positive learning experience, where they feel safe and confident in their maths skills and knowledge; building their social and emotional wellbeing as well as preparing them for live within our society. Culture capital

- Maths challenges to be used to embed knowledge and retain skills.
- Maths talk and verbal questioning to be used to embed knowledge.
- Lessons provide opportunities for Individual /group/peer reflection on the learning through discussion.
- Questioning and observations used to assess taught phase, providing children with feedback and consolidation time.

YR 1 -6 Maths Lessons:

- Title/ knowledge organiser page present to indicate new phase of study include phase vocabulary.
- Initial lesson will be used to clarify key vocabulary to be used throughout learning and complete a pre-phase assessment of current knowledge.
- Children will be provided with learning tasks suitable to the assessed ability.
- Varied fluency, reasoning and problem solving incorporated throughout the phase.
- Maths challenges are utilised to embed knowledge and retain skills, pulling from previous skills/knowledge and wider curriculum knowledge.
- Maths talk and PEE (point/evidence/explain) cards are used to reinforce key vocabulary, to embed reasoning of skills application and embed knowledge.
- Lessons provide opportunities for Individual /group/peer reflection on the learning.
- Opportunities for the children to work interactively, using other curriculum areas e.g. Topic, Science, PSHE, PE, art etc, with the teacher acting as the facilitator.
- Short assessment/quiz following the end of each phase, featuring recent taught phase and draw from previously learnt skills. Providing children with feedback and consolidation time.

The curriculum leader will:	Our classrooms will:	Maths books will show:
<ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as mathematicians over time. • Ensure an appropriate progression of mathematics skills and knowledge is in place over time so that pupils are supported and challenged to be the best mathematicians they can be, covering all areas of the Mathematical National Curriculum. • Challenge teachers to support struggling mathematicians and extend more competent ones. • Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning. • Ensure Lesson are delivered by subject knowledge confident teachers that have a high level of knowledge, skills and experience. They will have access to quality, skills progression documents, Coverage overview planning documents and CPD to ensure that they are delivering at the highest level. • Ensure a variety of learning styles are utilised within maths learning opportunities, to enable all children to have the chance to learn, enjoy and make progress confidently. • Keep up to date with current mathematics research and subject development through an appropriate subject body or professional group. 	<ul style="list-style-type: none"> • Promote mathematical skills and vocabulary through working maths walls. • Provide appropriate quality equipment for the curriculum, used to stimulate proactive engagement and understanding. • Be organised so that pupils can work independently, in small groups or whole class as appropriate to support pupils in their development of their skills/knowledge. • Offer safe places and opportunities for children to ask questions and try new mathematical methods. • Provide opportunities for children to review their learning journey. • Develop a love of maths, where children will share their progress and achievements. Children feel proud of their work. 	<ul style="list-style-type: none"> • Evidence of progress on the Coverage Overview Guide, skills progression, Progression mathematical vocabulary – meeting the national curriculum programme of study. • Pupils have had opportunities for practice and refine skills. • A varied and engaging curriculum which develops a range of mathematical skills. • Clear progression of skills in line with expectations set out in the progression grids- show casing their ability and knowledge. • That pupils, over time, develop a range of skills and techniques across all of the areas of the mathematics curriculum.

The class teacher will, with support from the curriculum leader:	Our children will be:	The curriculum leader will:
<ul style="list-style-type: none"> • Follow and adapt the Maths Overview Coverage Guide, which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grids. • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources / equipment are appropriate, in working order, of high enough quality and are plentiful so that all pupils have the correct tools. • Provide opportunities for mathematical knowledge, skills and vocabulary in the wider curriculum. E.g. maths on the move. • Complete mini pre-unit and end of unit quizzes to assess knowledge and skills. • Carry out effective assessment at the end of each term and ensure that this is used to inform next steps. • Encourage pupils to extend their learning and be proactive with their mathematical knowledge. 	<ul style="list-style-type: none"> • Engaged and challenged by appropriate activities. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Able to critique their own work because they know how to be successful- from modelled teaching. • Able to peer assess, discuss and explain to others the skills they have used to gain knowledge- to further understanding and check for errors. • Safe, happy, motivated and feel nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses mathematical skills and knowledge. • Develop mathematical skills, vocabulary and explanation over time because of considered planning, focused delivery and time to practice and hone skills. 	<ul style="list-style-type: none"> • Celebrate the successes of pupils through awards given in celebration worships and Head Teacher awards. • Collect appropriate evidence to show clear progression between year groups. • Monitor the standards in the subject to ensure the outcomes are at expected levels. • Liaise with teachers and complete pupil voice to identify target for continuation of subject improvement. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure staff are able to meet expected targets, providing a mathematically rich learning environment for all.