Maths Curriculum Statement

Intent

At Sunningwell CE Primary School, we deliver high-quality Maths lessons which are fun, varied and appropriately challenging. We recognise the importance of Mathematics throughout each child's every day and future life. The intent of our Mathematics curriculum is to provide children with a foundation for understanding number, reasoning, thinking logically and problem solving with resilience so that they are fully prepared for the future. Our curriculum allows children to build connections across mathematical ideas and develop the necessary skills to make sense of the world around them. We follow White Rose Maths Scheme (WRM). However, we add to or adapt this using other resources allowing further creativity with the planning of Maths lessons. We aim to empower our children with a can-do attitude and believe that all children can be successful at Maths.

Implementation

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Alongside the White Rose materials, we use many other resources to ensure that our offer is rich and varied. These include NRICH, NCETM, Mastering Number (EYFS & KS1), Target Your Maths and Test Base, etc – these are used across KS1 and KS2 allowing children to be exposed to a variety of different types of learning and to ensure coverage of fluency, problem solving and reasoning in different formats. Teachers also implement the school's agreed calculation policies for progression in written and mental calculations. Pre and post unit assessments are used where appropriate along with termly assessments which help teachers to gather an understanding of their pupil's existing and developing knowledge and skills. Correct mathematical vocabulary is used by all teachers and this is

discussed with and explained to children who are then encouraged to use it independently when talking about maths. Vocabulary is displayed clearly on working walls and is referred to in every lesson. We identify gaps through ongoing summative and formative assessment and build opportunities into our school day where additional support is provided to close these gaps as soon as possible. Timetabled interventions for maths are in place for children with SEND; all other children receive regular group support as part of their maths lessons with further support for individuals or small groups where a need is identified. Fluency is developed through repeating, reinforcing and revising key skills. Children access the CPA (concrete, pictorial and abstract) approach, to improve their learning. The concrete stage is the 'active doing stage' and children will handle concrete resources. This brings concepts to life by allowing children to handle the objects. Feedback is given in a variety of ways to ensure pupils are well informed and making visible progress, including live-verbal feedback and support which is given during learning when possible. Children work both collaboratively and independently when solving problems which requires them to persevere and develop resilience.

EYFS

In Reception we follow the scheme of 'White Rose' which supports children in developing fundamental skills in mathematics, focusing on a deep understanding of numbers, numerical patterns, and problem-solving abilities. In addition to the White Rose scheme, we also use the Mastering Number approach to teach daily maths sessions, ensuring that the pupils develop a good number sense through the use of appropriate manipulatives to support the mathematical concepts.

Impact

The impact of our mathematics curriculum is that children understand the relevance and importance of what they are learning in relation to real world concepts. Children are confident mathematicians and enjoy learning maths. They are able to demonstrate a quick recall of fluency facts and times tables. Learning walks demonstrate that children use acquired vocabulary in lessons and they have the skills to use methods independently and show resilience when tackling problems. Books evidence a high standard of work and both books and planning show that each teaching sequence demonstrates a range of strategies from the CPA approach as well as opportunities for fluency, reasoning and problem solving.

Our feedback and interventions support children to strive to be the best mathematicians they can be, ensuring a high proportion of children are achieving at least expected standards. We have high expectations of our children and we moderate our books, both internally and externally, to ensure that our children are making good progress.