

SCPS Maths Curriculum

All children enjoy and can succeed in mathematics.

Intent:

At SCPS it is our belief that our mathematics curriculum should equip pupils with a uniquely powerful set of tools to help them to understand the world around them. We endeavour to ensure that all children at Sheringham Primary School develop a positive and enthusiastic attitude towards mathematics that will stay with them throughout their life. These tools include the ability to think mathematically, reason and solve unfamiliar problems with fluency using a range of learnt strategies through collaborative and independent learning. This intent is linked to the National Curriculum aims for mathematics.

A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. (National Curriculum 2014)

CARES: Linked to the whole school CARES curriculum it is our intention that our pupils will be successful in mathematics through these aims:

<u>Community</u>	Aspiration	Resilience	Emotional	Skills and Knowledge
We aim to provide carefully sequenced cumulative work, which allows learners to make connections between different mathematical concepts and contexts. This will enable them to build on prior learning and understand how mathematics fits into all aspects of life in their community .	It is our aim that children will aspire to achieve success in mathematics by developing fluent number sense and mathematical thinking and vocabulary.	Children will become resilient , confident and independent mathematical thinkers by applying deep conceptual understanding to maths learning throughout the curriculum.	Our aim is for children at Sheringham Primary School to develop a lifelong love of mathematics, through lessons that encourage them to make connections and experience the joy of mathematics.	Mathematical understanding is not about memorising facts and procedures: it is about developing a deep conceptual understanding of number to solve problems. We aim to provide the children at Sheringham Primary School with the mathematical skills for life and the knowledge to be able to apply these to tackle problems with confidence.

Mastery Learning:

At Sheringham Primary we intend to adopt a mastery pedagogical approach into our classrooms to ensure the best for our pupils so that every child has the opportunity to develop a deep long term and adaptable understanding of mathematics.

We aim to build children's confidence in all areas of maths for them to be able to apply the appropriate application for any given context, be it familiar or unfamiliar.

Implementation:

Mastery:

Planning is developed to implement the intended mastery approach through the use of:

- making connected small steps
- mathematical thinking
- procedural and conceptual fluency
- use of representation and structure
- a consistent use of mathematical language

CPA:

Throughout the curriculum the importance of representation and structure are promoted, and lessons are taught using the CPA. This is not a linear approach but one in which pupils can explore the structure of the mathematics to develop an understanding of the mathematical concept being taught.

EYFS:

In EYFS Mathematical learning for ELGs of 'Number 'and 'Numerical Pattern', are taught through whole class input, small groups and continuous provision. The curriculum has been mapped out against the main mathematical areas from Development Matters using materials from NCETM mastering Number Programme and White Rose Maths. Assessments are ongoing and formative after initial Baseline assessments.

The Nursley pupils are taught using materials from 'Mastering the Curriculum'.

KS1 & 2:

At KS1 and KS2 the content of lessons is carefully planned using the White Rose for Maths scheme alongside NCETM resources and additional resources. These give opportunities for extended mathematical thinking, reasoning and problem solving for example rich activities.

Provision for all:

In all areas we are ambitious for all pupils in maths, lessons are designed and delivered so that all pupils groups have the opportunity to achieve the same as each other.

Cooperative Learning:

Cooperative Learning forms a key, consistent and central component to our teaching and learning approach across the whole school. Cooperative Learning is a way of ensuring that children develop communication skills and an acknowledgement that peers working together is an effective way of building skills vital for work and thought in the future. Cooperative learning is a vital approach in developing the reasoning and mathematical thinking skills of all pupils and is integrated into all mathematics lessons.

Mastering Number:

Reception, Year 1 and Year 2 deliver the Mastering Number programme on a daily basis. This is a national programme run with the NCETM and the local Maths Hub. The daily 10-15 minute sessions use visual resources, sentence stems and practical equipment including a small abacus called a rekenrek. It aims to develop solid number sense, including fluency and flexibility with number facts.

Multiplication: Times Tables Progression and TTRS

Times tables are taught throughout the year following the whole school multiplication progression grid to teach key skills linked to the NCETM spine materials.

The children have the opportunity to practise and become fluent in their tables using Times Tables Rock Stars, online and written resources.

Wider Maths:

Through additional maths Learning including cross curricular maths, Learning cafes, Number Day etc pupils will have the opportunity to use their

	mathematical knowledge and skills in wider contexts further embedding their application, flexibility and understanding.
<u>Oracy in Maths</u>	Pupils are given opportunities to develop their mathematical Oracy skills and the use of the correct vocabulary within lessons through the use of mathematical talk and sentence stems in lessons and regular Number Talks.

Impact:	
<u>Assessment</u>	<p>In all lessons formative assessment and feedback generate a clear and informative dialogue between teacher, TA and child, responding to strengths and providing areas for development.</p> <p>Feedback gives pupils a clear picture of their learning within a lesson and over time, showing that new learning is becoming embedded. It improves children's self-confidence in peer and self-assessment, helping them to set 'next steps' in their learning.</p> <p>Daily reviews take place through a variety of: quizzes, questioning, Collaborative learning CLIPs and FlashBack 4 work.</p> <p>Termly summative assessments provide a longer term view of pupils' achievements .</p>
<u>Evaluation and Monitoring:</u>	<p>Monitoring by SLT, subject leads and governors.</p> <p>Through learning walks, planning review, book looks, pupil voice collections, audits.</p> <p>There are opportunities for cross year group moderation of work.</p>
<u>Pupil Voice:</u>	Pupil voice surveys inform leaders of pupil opinion.
<u>Pupil Outcomes:</u>	End of year results at EYFS, KS1 and KS2 plus Year 4 MTC
<u>Calculation Audit</u>	Yearly calculation audit provides an evaluation of the use of the calculation policy.