

Mathematics

Intent:

The 2014 National Curriculum for Maths aims to ensure that all children:

- Become fluent in the fundamentals of Mathematics
- Are able to reason mathematically
- Can solve problems by applying their Mathematics

At Our Lady and St Edward's, these skills are embedded within Maths lessons and developed consistently over time. We are committed to ensuring that children are able to recognise the importance of Maths in the wider world and that they are also able to use their mathematical skills and knowledge confidently in their lives in a range of different contexts. We want all children to enjoy Mathematics and to experience success in the subject, with the ability to reason mathematically. We are committed to developing children's curiosity about the subject, as well as an appreciation of the beauty and power of Mathematics.

Implementation

- Teachers reinforce an expectation that all children are capable of achieving high standards in Mathematics.
- The large majority of children progress through the curriculum content at the same pace.
- Differentiation is achieved by emphasising deep knowledge and through individual support and intervention.
- Teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge.
- Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts.
- Teachers use precise questioning in class to test conceptual and procedural knowledge and assess children regularly to identify those requiring intervention, so that all children keep up. Children build up using sentence stems to enable them to explain their reasoning.

To ensure whole consistency and progression, the school uses the 'White Rose Maths scheme. New concepts are shared within the context of a fluency type question followed an initial related problem, which children are able to discuss in partners. This initial problem-solving activity prompts discussion and reasoning, as well as promoting an awareness of maths in relatable real-life

contexts that link to other areas of learning. In Foundation and KS1, these problems are presented with objects (concrete manipulatives) for children to use. Children may also use manipulatives in KS2. Teachers use careful questions to draw out children's discussions and their reasoning. The class teacher then leads children through strategies for solving the problem, including those already discussed. Independent work provides the means for all children to develop their fluency further, before progressing to more complex related problems. Mathematical topics are taught in blocks, to enable the achievement of 'mastery'

Impact

The school has a supportive ethos and our approaches support the children in developing their collaborative and independent skills, as well as empathy and the need to recognise the achievement of others. Regular and ongoing assessment informs teaching, as well as intervention, to support and enable the success of each child. These factors ensure that we are able to maintain high standards, with achievement at the end of KS2 inline with the national average and a proportion of children demonstrating greater depth, at the end of each phase.