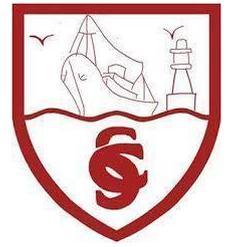


CHARLES SAER COMMUNITY PRIMARY SCHOOL



MATHS CURRICULUM STATEMENT

The Statutory requirements for the teaching and learning of Maths are laid out in the National Curriculum in England: Framework Document (2014).

This policy describes our aims and our practice in the teaching of Maths.

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

- Become fluent in the fundamentals of mathematics, including the varied and regular practice of increasingly complex problems over time.
- Reason mathematically by following a line of enquiry, understanding relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Can solve problems by applying their mathematics to a variety of problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

The expectation is that the large majority of pupils will progress through the curriculum content at the same pace.

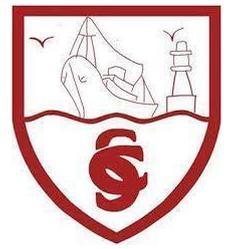
- Ensuring ambition for all is achieved by emphasising deep knowledge and through individual support and intervention.
- Teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge.
- Practice and consolidation play a central role.
- Variation within this builds fluency and understanding of underlying mathematical concepts in tandem.
- Teachers use precise questioning in class to test conceptual and procedural knowledge, and assess pupils regularly to identify those requiring intervention so that all pupils keep up.

However, decisions about when to progress will always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly will be challenged through being offered rich and sophisticated problems to develop mastery before any acceleration through new content.

At Charles Saer we aim to ensure that all children:

- Become fluent in the fundamentals of mathematics .
- develop confidence and competence with numbers and the number system through rapid recall.
- Are able to reason mathematically .

CHARLES SAER COMMUNITY PRIMARY SCHOOL



- Can solve problems by applying their mathematical skills to help children understand the importance of mathematics in everyday life.

The mathematics teaching at Charles Saer Primary School provides rich and enjoyable experiences to help children develop a positive and confident attitude towards mathematics in order for each child to achieve their full mathematical potential.

We recognise that many of our pupils begin their journey in mathematics at a starting point below national expectations and so we strive to enable each pupil to develop within their capabilities, harbouring an enthusiasm and fascination about Maths itself. We are committed to ensuring that pupils recognise the importance of Maths in the wider world and giving pupils confidence in key mathematical skills, concepts and processes so that they are able to express themselves and their ideas, including the use of mathematical language, with assurance.

Leadership and Management

The subject leader's role is to empower colleagues to teach maths to a high standard and support staff in the following ways:

- By keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals) .
- Leading by example / modelling lessons or styles of teaching Having a knowledge of the quality of mathematics provision across the school Identifying and acting on development needs of staff members.
- Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards.
- Providing necessary equipment and maintaining it to a high standard.

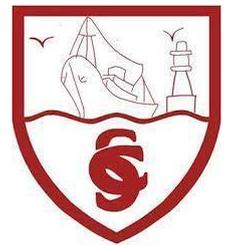
Early Years

The Early Years Foundation Stage Curriculum feeds into the National Curriculum and the revised Primary Framework for mathematics. It is good practice to make use of cross curricular links to enable children to use their learning in a real life context. Children are immersed in mathematical language; encouraged to use it within their play and are given plenty of opportunities within sessions to use and apply the mathematical skills and concepts they have learned. Mathematical experiences involve the use of games, practical manipulatives and mathematical models, following a mastery approach. Where a child in Reception has achieved the ELG they will begin to work on National Curriculum objectives.

At Charles Saer, we follow the White Rose Scheme of learning in Early Years, Key Stage One and Key Stage Two to guide our journey towards mastery in mathematics.

Within our mathematics planning and teaching, teachers reinforce the expectation that all children are capable of achieving high standards of mathematics. Adaptive teaching is encouraged by emphasising deep knowledge and giving individual support and intervention where

CHARLES SAER COMMUNITY PRIMARY SCHOOL



appropriate. It is expected that all children will follow the progression set out within the White Rose scheme, with block planning of objectives enabling children time to consolidate the skills and work towards mastery. Practice and consolidation underpin our curriculum in order to ensure that all pupils are fluent in the key mathematical concepts. Teachers use targeted and open ended questioning to assess children's understanding and ensure they are able to reason and explain their mathematical thinking.

The use of technology is included in the daily teaching of Mathematics, through the use of prepared whole class on screen resources, interactive programs and the use of specific Mathematics programs that aid children's development in a particular area.

Staff evaluate their planning and use as a working document to adapt where appropriate to meet the needs of the children.

Through careful planning and preparation we aim to ensure that throughout the school children are given opportunities for:

- Developing a range of skills, so they are confident in tackling both mental and written calculations.
- Use of practical equipment.
- Participating in a range of practical activities and games.
- Taking part in individual, group and whole class discussions and activities, based around a mathematical concept.
- Tackling mathematical sums in a variety of different contexts, such as word problems and problem solving.
- Developing their problem solving and reasoning skills.
- Using technology to support and enhance learning.

The use and application of Mathematics to investigate and solve problems is integrated with work on number, algebra, shape, space, and handling data to ensure that we meet all legal requirements and to help the children think mathematically; aiding their mathematical development.

Pupil's Record of their Work

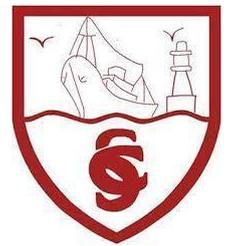
The children are encouraged to record and communicate their work in a variety of ways e.g. jottings, number lines, verbalizing answers photographs. They are taught different methods so they can be discussed and compared and so the most appropriate methods for the type of calculation is used. Children are taught methods for calculations (in line with White Rose Scheme)

Marking (See Marking and Feedback policy)

Staff mark in line with the marking policy. Where appropriate children can mark exercises which involve routine practice with support and guidance from the teacher. This is then overseen by the teacher.

Feedback is crucial to address errors and misconceptions. This may be in the form of a written comment in the book, symbol, oral discussion with the child or additional support given from teacher or teaching assistant as soon as possible.

CHARLES SAER COMMUNITY PRIMARY SCHOOL



Teaching Styles and Strategies

A range of styles of teaching are necessary for the teaching of Mathematics. Approaches need to be related to the topic itself and to the abilities and experience of both teachers and pupils. Our teaching at all levels shall include opportunities for:

- teacher exposition;
- discussion techniques (pupil/pupil and pupil/teacher) appropriate practical work;
- consolidation and practice of fundamental skills and routines;
- problem solving;
- the committing to memory and recall of a range of mathematical facts;
- investigation work;
- classwork, group work, individual work.

Equal Opportunities

The teaching of Mathematics will be in accordance with the present policy for Equal Opportunities. We aim to provide equal access to mathematics for all children in our school.

We make use of a suitable range of learning activities, teaching strategies, educational materials and ICT aids to meet the needs of every individual learner. Every effort is made to ensure that the methods and materials used are free from prejudice or bias against any particular group.

Although the majority of the pupils within school are white British, any children for whom English is an additional language are supported in their use of English and will be given opportunities to make use of their home language to assist their learning and to add to the resources of the classroom.

In the daily maths lesson we support children with English as an additional language by:

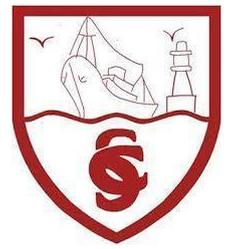
- repeating instructions
- using picture clues and practical apparatus
- encouraging them to join in counting, chants and rhymes.
- translating questions

These children are also encouraged to communicate their findings in a variety of ways e.g. photographic evidence, pictorial.

Assessment

Teacher assessments based on class work are made regularly and lessons are reviewed and adapted as necessary adapted to meet the needs of the children. As a result of teacher assessment, relevant support can then be put in place if required and this is detailed on class provision/intervention timetables. Children are routinely tested on their times tables.

CHARLES SAER COMMUNITY PRIMARY SCHOOL



At the end of each term children complete focused questions from White Rose Assessments and an NFER assessment at the end of each school year. These link very closely to the objectives covered that term. This is just one form of assessment that help the teacher to form a judgement on a child. Children are tracked to ensure they are working at national expectations and making the appropriate progress.

Monitoring and Evaluation

There is a rigorous Monitoring and Evaluation schedule which links to the yearly School Improvement Plan with opportunities throughout the year for the maths subject leader and SLT to:

- Conduct a book scrutiny.
- Monitor planning and provide feedback where appropriate.
- Speak to children.
- Additional support given to individual teachers where appropriate.
- Opportunity for Subject Leader to work alongside members of staff.

Resources

Class teachers having their own set of resources in their classrooms which may be used on a daily basis. Children are encouraged to independently use the most appropriate equipment from these boxes to support their learning. Resources which are not used on a daily basis are clearly labelled in a central store. Resources for Teaching Assistants are accessible. Subject Leader audits resources and ensures there are resources to meet the delivery of the maths curriculum for all children.

The Governing Body

The Maths Subject Leader reports to the governors termly on the standards and developments in their subject.

As a school, we strive to ensure our children's attainment is in line with or exceeds their potential, whatever their starting point in primary education. Using the mastery White Rose curriculum supported by additional key skills will ensure our pupils are academically prepared for life beyond primary school and throughout their educational journey.

Review date: Dec 2025