

# St Aidan's Catholic Primary School

## Mathematics Policy



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# Maths Curriculum

At St Aidan's we apply a mastery approach to teaching and learning in mathematics, with a 'keep up, not catch up' aim in order to ensure all pupils achieve success and develop a positive, 'CAN DO' attitude towards maths, leaving St Aidan's as confident, mathematicians who thrive on challenge.

## Vision Statement

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. 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.

At St Aidan's, our focus is on providing quality teaching and learning which allows our pupils to develop a deep structural knowledge in order to make connections. Making connections in maths deepens knowledge and understanding of key concepts and procedures, ensures learning is maintained over time and reduces the amount of time required to digest and master future learning and in particular, the more challenging areas of maths such as problem solving. Our lessons are structured/curriculum is designed to ensure that all of the key components of a good lesson which enable children to make said connections are delivered. Furthermore, assessment is an important part of our curriculum in ensuring no child is left behind, followed by targeted intervention and adaptive teaching.

## Curriculum Intent

At St Aidan's we offer a broad, balanced, relevant curriculum in mathematics that is designed to meet the different needs of all the pupils in our school and the requirements of the National Curriculum 2014. Teachers from Y1 – Y6 use the National Curriculum Programmes of Study and White Rose Maths, as a basis for their planning. Alongside this, we use Rising Stars Assessment and Intervention Programme to assist us in identifying and closing gaps in learning

## EYFS

In our FS we develop children's number sense through a structure of shared interactive Maths games and activities. We actively use the environment and plan carefully for opportunities for Mathematics to be explored and contextualised. In Reception, children follow the White Rose Curriculum paired with concrete activities to consolidate their learning Children leave Reception class with a deeper understandings of number, shape and measures and are well equipped to continue their Mathematical journey in KS1.

## **Our pupils should:**

In KS1/2 the curriculum follows a sequential progression in the Autumn Term of:

- Number and Place Value
- Addition and Subtraction
- Shape and Measure In the

Spring/Summer term each class revisits these as well as time spent on:

- Multiplication and Division
- Fractions
- Money/Time/Position/ Percentages/ Ratio/Area These units are taught with relevance to particular Key Stages and year groups.

**In line with the National Curriculum, we aim that all pupils:**

- Become fluent in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Can solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios.
- Can reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.

**How this is implemented at St. Aidan's ...**

Mastery teaching and learning: In every Mathematics lesson you will see the following:

- 'Quality first' teaching; tailored to meet the needs of the learners in each class based on regular formative and summative assessment, and immediate intervention to address gaps in learning where necessary.
- Resilient learners with a 'Can Do' attitude in mathematics, whatever their previous level of attainment.
- Teachers using high-quality questioning to explore children's understanding and develop it further.
- Teachers making use of misconceptions to further understanding of key concepts.
- Teachers using a range of methods to explore key mathematical concepts which appeal to pupils' different styles of learning, employing concrete/pictorial/abstract representations.
- Regular Recap to develop and strengthen pupils' ability to rapidly recall the basic skills through tailored '4-a-day starters', questioning, weekly times tables and arithmetic tests and additional basic skills sessions in school timetable
- Encouragement to deepen knowledge and understanding, demonstrating verbally the correct use of mathematical vocabulary, supported by use of working walls and STEM sentences.
  - Pupils learning together.
  - Development of fluency, reasoning and solving.

### **Presentation**

- ✓ Date and learning objective must be included for each piece of work
- ✓ Use 1 square for each digit and mathematical symbol
- ✓ Use a ruler appropriately i.e. to draw shapes, angles, bar charts etc
- ✓ Present all jottings and working out neatly
- ✓ Mathematical symbols must be used to show type of calculation being undertaken

### **Marking and Feedback**

- ✓ Lesson objective outcomes are communicated to pupils using the RAG system: red (objective not met), amber (almost met – further support required) and green (objective fully met). Regular self/peer assessment should be carried out regularly to allow pupils the opportunity to identify their own strength and weaknesses. Any gaps in learning/interventions required are recorded in our live marking policy.
- ✓ Regular formative assessment is carried out throughout the lesson to allow time to identify and close gaps within the lesson, through verbal feedback and further modelling. Any gaps recorded in the live marking policy, at the end of a lesson, are to be addressed during basic skills sessions/4-a-day starters.
- ✓ Termly formal assessment and weekly arithmetic scores are communicated to pupils. Self-assessment of weekly arithmetic scores allow children the opportunity to identify their own strengths and weaknesses and work on their targets during basic skills sessions and 4-a-day starters.

### **Homework**

- ✓ Children receive a focus times table to practise and learn each week. This is communicated to pupils upon the release of homework every Friday.
- ✓ Children receive a weekly homework task linked to what they've learnt in class that week or an area of learning which requires further practise.