



North Newton Community Primary School

“Together We Achieve”

Subject Mathematics

'Together we achieve'

At North Newton Community Primary School (NNCPS), children have a sense of belonging in a supportive, happy environment, where their range of talents will be nurtured, enabling them to flourish and achieve excellence. Every child is valued as a unique person and can develop their sense of discovery, expectation and wonder. We embrace our Whole school values 'Together we achieve', which enables us to be compassionate and responsible members of our community and make positive contributions to society.

Curriculum Intent

At NNCPS our **intent for mathematics** is to teach a **rich, balanced and broad curriculum** using maths to reason, problem solve and develop fluent conceptual understanding in each area. Governors are kept regularly informed of developments in our frequently reviewed maths assessments and monitoring. Teachers are supported and aided in their roles ensuring confidence in the skills and facts they are required to teach. Lessons are child focused and maths is kept fun, investigative and current in school. Our curriculum allows children to better make sense of the world around them relating the pattern between mathematics and everyday life. Our policies, resources and schemes support our vision 'Together we achieve'.

(SEE CALCULATION POLICY FOR Lower KS1, Lower KS2 and Upper KS2)

Curriculum Implementation

Implementation

At NNCPS we currently use Power Maths from EYFS to Year 6, which has been developed to ensure that teachers cover the range of mathematical concepts and that opportunities are built in to revisit areas over the year. A long-term plan, that is provided each year, ensures that teachers are following the teaching sequences to promote greater understanding for the children. Reinforcing previously learned concepts and building from that foundation. Teachers also have access to shared resources such as White Rose Schemes of work, Target maths to enhance the learning experience for the children. We also provide links to the modelled videos (from the White Rose materials) for children and parents to access methods at home to support home learning.

Children are given opportunity to reason and solve problems regularly; learning is varied and allows for deep and secure understanding. Both greater depth and struggling learners are given small group, 1-2-1 and/or timetabled intervention in order to ensure every child is reaching their full mathematical potential. Monitoring is reviewed termly and target children are selected for further support. Parents are informed of and encouraged to be involved in

our school mathematics implementation. Pre and post teaching is used effectively to support conceptual understanding.

Teachers develop fluency through practicing key skills, repeating, reinforcing and revising which is all built in to formal planning across school. In KS2 and KS1 they have the opportunity for regular fluency maths workouts. KS1 are immersed within the environment to apply their understanding of maths and develop key skills within continuous provision which runs throughout the day alongside daily maths lessons. Children are given time to practise and perfect their calculation strategies including giving pupils opportunity to make appropriate decisions when estimating, calculating and evaluating the effectiveness of their chosen methods. Feedback including our whole school 'next steps marking system' is designed to ensure pupils are well informed and making visible progress. This also promotes quality marking where children are expected to respond in purple pen. Children are encouraged to self-assess and teachers promote a 'Growth Mind-set' and a can-do attitude towards mathematical learning and thinking.

Discussion is essential to our learning and task types are varied to suit different pupils and their learning preferences. Investigative tasks are designed to allow pupils to follow lines of enquiry and develop their own ideas, justifying and proving their answers. Children work both collaboratively and independently solving problems, which require them to persevere and develop resilience.

In the Early Years Foundation Stage (EYFS), we relate the mathematical aspects of the children's work to the Development Matters statements and the Early Learning Goals (ELG), as set out in the EYFS profile document. The Power Maths and White Rose Framework ensures that objectives are covered in early years. We continually observe and assess children against these areas using their age-related objectives, and plan the next steps in their mathematical development through a topic-based curriculum.

There are opportunities for children to encounter Maths throughout the EYFS (both inside and outside) - through both planned activities and the self-selection of easily accessible quality maths resources. Whenever possible, children's interests are used to support delivering the mathematics curriculum.

As a form of assessment and parent communication, EYFS and KS1 also use 'Seesaw' to capture children's understanding and development.

EYFS

As part of the EYFS statutory framework pupils are taught:

In EYFS, we use Power Maths for the majority of the time. We also use Development Matters for extra ideas to ensure we are covering key maths skills in a range of ways. We follow the long-term plan for Power Maths throughout the year. At the end of each half term, we may have a week left over for assessment purposes or to practise key skills using ideas from

Development Matters e.g. counting forwards and backwards, singing counting songs, playing simple maths games and more practical maths activities. Maths is taught five days a week in EYFS. We use the Power Maths format during Power Maths lessons, which usually consist of a starting stimulus on the screen, followed by questions and reasoning and practical activities (one to one or in small groups.) Every lesson has a clear learning focus. Teachers write on the planning how children have done during the lesson and who may need further support. If the children struggle with the lesson, it will be repeated until children are confident to move on. In the continuous provision, there is a Maths area inside and out which children can access throughout the day. The Maths provision in the area is changed every half term and the table top Maths provision is changed weekly to reflect what the children learnt the week before or during the current week. At the end of EYFS, our job is to make sure children leave EYFS prepared for their further journey in Mathematics through school into Year 1 and beyond. If they do not, we need to put 'catch up' in place to make sure that children continue to make progress and 'catch up' with their peers. Where there is SEN we follow the Code of Practice and put things in place for individual children making adjustments for their needs.

Support for SEND

Where there is SEN we follow the Code of Practice and put things in place for individual children making adjustments for their specific needs. We use the graduated response tool as part of our (ADPR process) in order to support SEN. Resources are adapted to support inclusion throughout our school. Adjustments are made to our learning environment according to any recommendations as part of a child's EHCP plan.

Curriculum Impact

The impact of our mathematics curriculum is that children understand the relevance of what they are learning in relation to real world concepts. We foster an environment where Maths is fun and it is acceptable to be 'wrong' as the journey to finding an answer is equally important. Our children have a growth mind-set and they make measurable progress as shown by our in-school assessment, KS1 and KS2 data.

Our maths books have a range of activities, showing evidence of fluency, reasoning and problem solving. Our approach is to master the curriculum in each year group, whereby children are given opportunities to greater deepen their understanding. Our feedback and interventions are used to support children to strive to be the best mathematicians they can be, ensuring a greater proportion of children are on track.

Children develop skills in being articulate and are able to verbally, pictorially and in written form reason mathematics well. The school will be developing STEM sentences to enable children to articulate themselves using mathematical language to develop and support their reasoning and problem-solving.