



To be the best we can be

Mathematics Curriculum Policy 2024

Introduction

Falcons Primary School follows the National Curriculum for Mathematics. We share the belief that Mathematics is a creative and highly inter-connected discipline.

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 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.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between mathematical ideas. They will also apply their mathematical knowledge to science and other subjects.

Curriculum Intent

At Falcons Primary school, we strive to enable all our children to become competent mathematicians through a diverse curriculum which is ambitious for all learners. We aspire to embed the skills and processes necessary to enable children to use and apply their learning in a variety of contexts. We aim to develop children's enjoyment of maths and provide opportunities for them to build and secure a deep, sustainable, conceptual understanding of maths.

Our approach to the teaching of mathematics develops children's ability to work both independently and collaboratively. Through mathematical talk, children will develop the ability to articulate and explain their thinking and reasoning. By the end of key stage two, children will leave our school as emotionally resilient, lovers of mathematics which will enable them to thrive in their future lives.

Curriculum Implementation

The National Curriculum sets out year-by-year programmes of study for key stages 1 and 2. This ensures continuity and progression in the teaching of mathematics. The EYFS Statutory Framework 2014 sets standards for the learning, development and care of children from birth to five years old and supports an integrated approach to early learning. This is supported by the 'Development matters' non statutory guidance.

Teachers use the White Rose Maths Schemes of Learning as the basis of their planning whilst using their professional judgement to adapt these to meet the needs of their class.

These schemes provide teachers with exemplification for maths objectives and are broken down into fluency, reasoning and problem solving, key aims of the National Curriculum. They support a mastery approach to teaching and learning and have number at their heart.

Teachers find opportunities to apply Mathematics skills across the curriculum, for example, using graphs in Science, counting or measuring distance in PE. Using real life Maths is carefully planned for throughout the school.

Each class teacher is responsible for the mathematics in their class in consultation with and with guidance from the mathematics subject leader. Planning will demonstrate the various challenges available to children, together with

AfL (Assessment for Learning) opportunities (speaking and listening and self/peer assessment) and teacher assessment.

Teachers also plan, modify and source activities and additional tasks which offer support and scaffolding where appropriate, and provide further challenge for children who are able to progress further in their learning. The White Rose Maths progression document, available on the school website, provides an overview of how the scheme covers the statutory requirements of the 2014 National Curriculum. It also shows how concepts build over time and how the teaching blocks are sequenced in each year group.

In lessons at Falcons Primary:

- Learning objectives are shared with the children and discussed.
- The emphasis is to engage all children encouraging them to talk about mathematics.
- WRM overviews are used to ensure appropriate coverage is achieved over the academic year.
- A range of concrete, pictorial and abstract representations are used to enable deeper understanding.
- Key learning is modelled
- Purposeful independent learning opportunities are provided.
- Open-ended questions are used to assess and develop the children's mathematical understanding. Deepening opportunities are provided for those children who have developed the concept being taught.
- There are planned opportunities for a structured reflection
- Content is taught at the same pace through differentiation of depth, rather than by acceleration to new content. The learning needs of individual pupils are addressed through careful scaffolding, skilful questioning and appropriate rapid intervention, in order to provide the necessary support and challenge.
- Pupils' knowledge and understanding is continuously checked and the teacher gives live, verbal feedback accordingly.
- Positive attitudes towards mathematics are encouraged, so that all children, regardless of race, gender, ability or special needs, including those for whom English is a second language, develop an enjoyment and confidence with mathematics. This policy is in line with the school's Accessibility policy.

In our Early Years we follow the EYFS curriculum and the White Rose Guidance. This entails a lot of 'hands-on' learning but, most importantly, we also plan carefully to ensure the children have concrete and pictorial experiences of number.

Ongoing assessments inform future planning and teaching. Lessons are adapted readily and short term planning evaluated in light of these assessments.

Ready to Progress intervention sessions have been implemented in light of the Covid 19 pandemic. (This is in line with our Covid Catch-up Policy).

Curriculum Impact

The children will have developed a deep, conceptual understanding of maths. They will be able to make connections between concepts and contexts. They will be able to communicate their understanding confidently. We evaluate the children's learning through a variety of formative and summative assessments to ensure our curriculum is effective.