

Curriculum Statement for Mathematics

at Earley St Peter's CE Primary School



Intent

At Earley St Peter's the aims of our Mathematics curriculum are to enable the children to:

- become fluent in the fundamentals of Mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- be able to solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

Implementation

Daily maths lessons follow the National Curriculum and are predominantly delivered through the Abacus maths scheme of work. Within these daily lessons we use the teach, practise, repeat model of teaching to ensure a depth of understanding and to ensure that mathematical skills and knowledge are embedded into the children's long term memory. Links with everyday life are made by the class teacher so that maths is seen as a useful tool in everyday life. Our teachers aim to strike a balance between teaching calculation methods, which are taught in line with the school's Calculation Policy (PDF) and teaching problem solving skills, as well as specific mathematical vocabulary, to encourage children to apply their calculation skills and mathematical knowledge to games, investigations and puzzles. Maths work in class, where appropriate, is differentiated, allowing children to complete work at a challenging level which stretches them. Additional support is provided for those children who find areas of their year group's expectations challenging. In Key Stage 2, the highest attaining mathematicians from each year group are taught, on a daily basis, by a maths specialist teacher. This enables them to follow an accelerated curriculum.

Impact

Through our Mathematics curriculum, our pupils will develop an enjoyment and curiosity about maths regardless of their attainment or background. Our pupils also will be equipped with the fluency, reasoning and problem solving skills that will enable them to be numerate and mathematically creative members of society. In 2019, children at the end of Key Stage 2 86% achieved age related expectations and 30% achieved the higher standard in Maths.

Assessment

Assessments of the children's knowledge and understanding is ongoing throughout the year. Every half term, teachers update each pupil's mathematical progress on the school's assessment system, Target Tracker. Assessment includes observations, discussions and written outcomes, including half termly summative assessments. A summative assessment of whether a child is working at age related expectations plus their attitude to learning Mathematics is reported to parents/carers during parents' evenings and in a written annual report.

Written by Miss Elcock, Miss Blount and Mrs New

Subject Leaders for Mathematics