



Maths Curriculum Statement

"There is safety in numbers"

Policy reviewed by: Serach Raffles

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Next review due: July 2020

Introduction

This statement outlines the teaching, organisation and management of the maths taught and learnt at Duncombe Primary School. This statement of policy relates to all pupils, staff, parents and governors of Duncombe Primary School. The age range of pupils from 3-11 must be acknowledged in the creation of the policy and the development of the maths curriculum.

Aims and objectives

Maths teaches us how to make sense of the world around us through developing a child's ability to **calculate, reason** and to **solve problems**. It enables children to understand and appreciate relationships and pattern both in number and space in their everyday lives.

Through their growing knowledge and understanding, children learn to appreciate the contribution made by many people to the development and application of maths.

The aims of teaching maths are:

- To promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion.
- To develop logical thinking and reasoning skills through a natural curiosity and investigative approach.
- To nurture positive attitudes, confidence and competence by matching the task to the child.
- To celebrate achievements through high quality feedback. Peer and self assessment are an integral part of this feedback and children are taught the skills needed to effectively do this throughout the school.
- To develop the ability to solve problems through decision-making and reasoning in a range of contexts.
- To encourage the children to apply their learning to everyday situations so that children understand the importance of mathematical skills in everyday life.
- To explore features of shape and space, and develop measuring skills in a range of contexts placing importance on these skills.
- To consistently emphasize and develop use of mathematical vocabulary.
- To develop a practical understanding of the ways in which information is gathered and presented, including opportunities to record independently.
- To challenge children through high expectations and equip children with the skills needed to rise to the challenge.

Provision

- A dedicated maths lesson every day.
- Direct teaching and interactive mental maths starter with the whole class and/or groups.
- Use of assessment for learning to ensure work is differentiated to children's interest and needs. Grouping is fluid ensuring that each activity is pitched appropriately for the individual.
- Use of a range of resources including use of models, images, concrete resources and ICT

Primary Phase

Maths is a core subject of the National Curriculum. The knowledge, skills and understanding are set out in "Maths: The National Curriculum for England Key Stages 1-4" and "The National Curriculum Handbook for primary teachers in England Key Stages 1 and 2". The programmes of study set out what pupils should be taught and the attainment targets set out the expected standards of pupils' performance. In maths there are four attainment targets:

- using and applying maths - no longer discrete, but integrated into each area of maths.
- number and algebra
- Geometry - shape, space and measures
- Statistics - handling data

Throughout the Primary phase, teachers plan from the National Curriculum. We follow the White Rose Maths Hub scheme of work. In KS1 we use a spiraled curriculum (return to areas of learning each term to build on and consolidate) and in KS2 the areas of learning are blocked (each area is studied in depth over a period of time).

The progression in calculation methods is outlined in the Duncombe Calculation Policy.

Reasoning and problem solving lessons are planned as discrete lessons as well as providing opportunities within daily activities. CAME lessons (Cognitive Acceleration in Mathematical Education) are delivered throughout the year to enhance children's mathematical thinking skills.

Maths lessons normally take place each morning. Each lesson lasts between 45 and 60 minutes and lesson structures vary to allow for optimum learning.

In each class there is a working wall. This is not a permanent display and is added to as learning progresses. It contains the models and images, mathematical vocabulary and examples of children's work. This wall is used by children to support children with their learning.

Maths contributes to many subjects and it is important the children are given opportunities to apply and use Maths in real contexts and across other subjects.

The Foundation Stage

We teach maths in our Reception and Nursery classes. As the classes are part of the Foundation Stage of the National Curriculum, we relate the mathematical aspects of the children's work to the objectives set out in the Early Learning Goals. These underpin the curriculum planning for children aged three to five. These can be found in the EYFS curriculum.

Resources

Central to our school beliefs is the use of visual and concrete resources to promote understanding. The school is equipped with a variety of resources to promote understanding of number work.

Inclusion

We will provide an inclusive curriculum which will meet the needs of all pupils, where the teaching and learning, achievements, attitudes and well being of every learner matters.

All children have equal access to the curriculum regardless of their gender or background. This is monitored by analysing pupil performance throughout school to ensure that there is no disparity between groups.

Children with Special Educational Needs and EAL are taught within the daily maths lesson. Individuals with specific needs will have these met through interventions and individual support plans.

Assessment and Record Keeping

Assessment for learning strategies and information from summative assessments are used to gather information and plan next steps. Children should be aware of their next steps.

Information from gap analysis on the medium term plan is used to ensure that work is pitched appropriately. At the end of each half term a review session is completed using PUMA test resources.

In the summer term, Years 2 and 6 will be assessed through the Statutory Assessment Tests for the end of each key stage.

Homework

Children from Year 1 upwards will receive at least 1 piece of maths homework each week, relating to the area of learning that is currently being taught. These activities are valuable in promoting children's learning in maths give them an opportunity to use and apply skills taught in the unit.