

Mathematics

Central Walker Church of England Primary School

At Central Walker Primary School, we place a great emphasis on the importance of Maths within our curriculum. Mathematics introduces children to concepts, skills and thinking strategies that are essential in everyday life and support learning across the curriculum.

Intention

- In our **Early Years Foundation Stage**, we aim to:
 - Develop children's confidence to work with numbers from 1 to 20
 - Develop mathematical language to explore, explain and describe characteristics of everyday objects/time and money
 - Develop the capacity to problem solve
 - Support parents and carers in their child's development in mathematics.
- In **Key Stage 1 and Key Stage 2**, children study the National Curriculum for Maths and aim to:
 - Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems
 - Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, justification or proof using mathematical language
 - Solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication and resilience
 - Engage, inspire and challenge pupils
 - Support parents and carers in their child's development in mathematics.

Implementation

- Lessons build on progression and depth of learning
- Exciting and engaging lessons
- Teachers present knowledge clearly, and effectively model and teach skills
- CPD to support teacher subject knowledge
- All children receive a daily mathematics lesson delivered by a teacher.
- Mathematics strands are mapped out across the year in weekly blocks.
- Each lesson incorporates fluency, reasoning and problem-solving elements.
- Recall of basic maths facts are the focus of oral and mental starters.
- The use of concrete, pictorial and abstract models and images are used
- Weekly maths basic skills/fluency lessons (mish-mash maths) ensure regular practice and increase the chances making the learning stick.
- Maths intervention takes place as appropriate.
- We have Rock Stars Times Table Challenge (KS2) and Percy Parker (KS1) to help with multiplication recall – children are regularly tested.
- Weekly maths homework focussing on maths basic skills or current unit of work.

Impact

- Engaged, inspired and challenged children.
- Confident and independent mathematicians, learners and decision makers
- Quality mathematical talk in lessons.
- Teaching and learning in mathematics is at least good.
- Good progress – in a lesson, a week, over a year, between the end of each key stage.
- Children mastering maths skills at age-related expectations, in line with national averages.

We will measure the impact of our Maths curriculum through the following methods:

- A reflection on NC standards achieved against the planned assessments.
- A celebration of learning through work in Curriculum floor books/Maths books.
- Pupil discussions about their learning; which includes discussion of their fluency, reasoning and problem-solving abilities.