



Culverstone Green Primary School

Mathematics Curriculum

Our Vision

Our vision is that every child will fulfil their potential, be prepared for the next stage of their life and become responsible citizens.

Our Ethos

Putting the needs of every child at the heart of everything we think, say and do.

Our Values

Respect, Equality, Resilience, Courage, Awareness and Collaboration

Intent:

At Culverstone Green Primary School, our vision is that every child will fulfil their potential, be prepared for the next stage of their life, growing as responsible citizens and lifelong learners. Maths is a skill used on a daily basis and is an essential part of everyday life. Mathematics forms an important part of our broad and balanced curriculum where we endeavour to ensure that children develop an enjoyment and enthusiasm for maths that will stay with them throughout their lives and empower them in future life. Mathematical fluency is an essential life skill for all learners and is a pre-requisite to being able to reason and solve problems. We promote a positive culture of deep understanding, confidence and competence in maths that produces strong, secure learning.

As a school, we recognise that the key to unlocking the potential in our children is through the development of basic mathematical skills and the understanding of mathematical concepts. We therefore place great emphasis on the use of concrete resources and pictorial representations at all ages, to enable children to fully understand the concepts and principals, when presented with abstract calculations and questions. We also understand the importance of developing a varied Mathematical vocabulary and terminology that will support them in later life.

We provide a progressive curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life as well as fulfilling the requirements of the National Curriculum

We embed this securely and consistently across the school, supported by cross curricular links and reference where appropriate, as well as challenging and developing a love for learning and participation.

All of this gives the children context to their learning and will understand the value of Mathematics now, and in their future.

Implementation:

We do this by:

Providing a Maths curriculum that provides breadth and balance, is relevant and engaging and is differentiated to match the needs and abilities of all our children to ensure that all pupils are able to excel.

Believing as a school in the importance of following the concrete-pictorial-approach as a means to developing a solid understanding of mathematical concepts which can then be applied in a variety of contexts through reasoning and problem solving challenges.

Ensuring that children receive a minimum of 5 hours dedicated Maths lessons each week with additional sessions devoted to number proficiency and times tables through daily Maths Meetings.

Adhering (through Reception to Year 6) to our calculation policy which outlines the progression of strategies and methods to be taught. This also includes examples of the vocabulary expected to be used in each Year group. We use progression documents such as our calculation policy to ensure that children are not being stretched outside their year group but rather deepened within it.

Transitioning our Maths Scheme from Maths No Problem to White Rose. As part of this transition, staff have tailored their Medium Term Plans/Long Term Plans to suit and benefit the needs of our children. Teachers are expected to have a coherent overview of the topics that they will cover each half term. From Reception to Year 6, children follow the scheme of White Rose which supports children in learning the fundamentals behind the meanings of numbers and exploring other key mathematical areas. Our maths curriculum is also supported through the implementation of challenge/Mastery resources.

Using White Rose, which allows teachers to break down the teaching sequence into small achievable steps, while also referring to previous years' learning where gaps are evident. The school's teaching is based on the principle of focus learning, which is suited to the White Rose approach.

Providing children who require additional support (disadvantaged/less able/SEND), with 'scaffolds' to ensure that they have secured the small steps before moving on. These 'scaffolds' may be in the form of returning to concrete resources or pictorial representations, catch up sessions through EMW, pre-teaching of vocabulary as well as providing differentiated tasks for them to use. Staff are also made aware of any particular focus groups - through progress meetings - including PPM, LAC, SEND etc.

Challenging those children who understand a concept more quickly. Challenges are used to deepen and challenge learners further within the curriculum area. As well as this, the children are encouraged to work independently and take responsibility for their learning and how to move on to the next task.

Promoting the use of daily 'Flashback 4' to help the children re-cap and revisit previous learning - both immediate and distant). Through the use of focused learning, modelling will support children in developing their ability to reason and explain their answers using them. Daily assessment is incorporated throughout the lesson through live and verbal feedback.

Supporting teachers who are new to/are less confident are through staff meetings/training and book moderations both in school and across the Trust. Teachers are also supported through team teaching and supported through planning and delivery where appropriate.

Using termly assessments and progress reviews are as a diagnostic tool to ensure that teachers are adapting learning to meet the needs of all children and ensure that any necessary interventions are targeted specifically to meet the needs of children.

Acknowledging the importance of Times tables as part of the Maths learning with children developing their fluency in rapid recall of tables up to 12 x 12 by the end of Year 6. We use Ninja Maths times tables weekly to support the children in practising their times tables. Teachers also use Numbots/TT Rockstars through weekly homework to encourage practise at home. Year 3 and 4 also practise weekly times tables assessments in order to prepare them for the Times Tables Check.

Raising the profile of Maths around the school through the promotion of online Maths competitions, entering quiz competitions, running class assemblies (Pi Day) and the award of certificates weekly in celebration assembly.

Subject leaders having adapted their Long Term plans to accommodate cross curricular learning where appropriate. This has included encouraging the use of Mathematical skills in other subjects ranging from Science, Geography and PE etc.

Impact:

The impact of our Mathematics curriculum is that children understand the relevance and importance of what they are learning in relation to real world concepts. Children understand that it is a skill used on a daily basis and is an essential part of everyday life.

The children have a positive view of maths due to learning in an environment where maths is promoted as being an exciting and enjoyable subject in which they can investigate and ask questions. They know that it is OK to be 'wrong' and that this can in actual fact strengthen their learning. They understand that Mathematical fluency is an essential life skill for all learners and is a pre-requisite to being able to reason and solve problems.

Children are confident to 'have a go' and independently use concrete resources and pictorial representations at all ages in order to help them learn, along with the strategies they think are best suited to each problem. Our children have a good understanding of their strengths and targets for development in maths and what they need to do to improve.

Our maths books evidence work of a high standard of which children clearly take pride; the range of activities demonstrate good coverage of fluency, reasoning and problem solving.

Our feedback and interventions support children to strive to be the best mathematicians they can be, ensuring a high proportion of children are on track or above. Our school standards are high, we moderate our books both internally and externally and children are achieving well.