Intent

At Springcroft Primary School, we intend to teach a rich, balanced and progressive curriculum, recognising that Maths is not only a key skill within school but a life skill for the future. Therefore, we provide a curriculum with a strong focus on fluency, reasoning and problem-solving, which challenges and meets the needs of all children, enabling them to become confident, competent and fluent mathematicians who are not afraid to take risks. This allows children to make better sense of the world around them by making connections between mathematics and everyday life.

The structure of the mathematics curriculum across school shows clear progression in line with age related expectations. Children explore mathematical skills and knowledge in depth in order to gain a secure understanding of the subject matter. A concrete, pictorial, abstract (CPA) approach provides children with a clear structure in which they can develop their depth of understanding of mathematical concepts. All children have access to a range of mathematical resources that they may select and use independently. Children are encouraged to talk like mathematicians, using mathematical vocabulary to explain their reasoning and methods. Furthermore, they are taught to solve problems by thinking logically and working systematically and accurately.

We aim to ensure that mathematics is a high-profile subject which children view positively and with a 'Can Do' attitude. We relate the teaching of Mathematics to our school's core values of Resilience, Collective Responsibility, Integrity and Creativity.

Implementation

Mathematics is a core subject of the National Curriculum. 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.

At Springcroft Primary School, our Maths curriculum is supported by the White Rose Scheme of Work. Therefore, our Maths curriculum is 'scheme-assisted' rather than 'scheme-led,' whereby we use the White Rose small steps as a starting point and adapt these to meet the needs of our children. We have adopted and embedded a Concrete, Pictorial and Abstract approach with daily opportunities for retrieval in all Maths lessons.

In Reception, Maths is evident within the continuous provision to ensure that opportunities for using mathematical language and exploring number are developed with the children. Maths lessons are taught weekly and short, focused 'Mastering Number' sessions are taught daily.

From Year 1 to Year 6, children take part in daily Maths lessons, which are planned to ensure that the lesson content is progressive within the lesson and across lessons. Throughout the school, a maths mastery approach is taken to teaching the curriculum, in which fluency comes from deep knowledge and practice. This means that structured questioning is used to ensure that pupils develop fluent technical proficiency and think deeply about the underpinning mathematical concepts. Teachers are encouraged to teach children new concepts explicitly (following our calculation policy that breaks down the steps) and pupils are assisted when making connections. Some pupils will instantly make these links, but others will need scaffolding. Adaptive teaching ensures that all children have opportunities to independently practise, and teachers will re-teach, give feedback and correct pupils where necessary.

Vocabulary is taught and retaught to ensure that all pupils remember and use it effectively. Stem sentences are modelled to children and an 'I say, you say' approach is used regularly across the school.

Opportunities for verbal and written reasoning are carefully and regularly planned; written reasoning activities are recorded in books. We ensure that all children have the opportunity to reason on a regular basis. Problem solving will be explored with the whole class and teachers will provide examples and build children's confidence in order to use and apply necessary skills needed to solve a problem.

CPD – support with planning, team teaching and regular staff meetings ensure that staff have opportunities to develop their subject knowledge and pedagogy, and are clear of expectations and changes to the curriculum.

Impact

Children's ability in Maths is continually assessed by all teachers through formative assessment opportunities such as discussions and feedback. Formative assessment enables teachers to identify pupils' understanding and inform their immediate lesson planning. At the end of each unit of learning, children undertake a short assessment. The results are recorded and analysed to inform future planning and next steps. In addition, there are three planned summative assessment points throughout the year. These assessments include White Rose termly assessments, NFER assessments and statutory end of key stage tests. All information gathered is triangulated to form a true reflection of every child's attainment and progress.

Standardised tests are used once a year, towards the end of the academic year, to measure each pupil's attainment in all areas of maths.

Termly assessment meetings ensure that progress is checked rigorously - teachers and teaching assistants discuss their classes in detail, highlighting any vulnerable groups. This ensures that all children 'keep up' in their learning and adaptations to planning and teaching are made.

Parents receive a written report about their child's progress at the end of the academic year. This includes information on the pupil's attitude towards maths, understanding of mathematical terminology, investigatory skills and the knowledge levels they have achieved.
Verbal reports are provided at parent-teacher meetings during the autumn and spring terms.
The progress of pupils with SEND is monitored by the SENCO.

Pupil Voice is key to moving Teaching and Learning forwards. The children at Springcroft are enthusiastic about Maths and they like to voice their opinion about what they like / dislike about maths, what helps them with maths and most of all how we can improve lessons for all children.