Maths

Critical thinking
The ability to ask perceptive questions and explain thinking.

Vocabulary
An understanding of mathematical terms and vocabulary.

Problem-solving and reasoning
To develop these important skills in every unit and every year group.

Understanding and explaining
"Think like a mathematician"
Understand and apply mathematical skills and knowledge, making links and explaining methods and outcomes.

Mastery
Develop skills and knowledge, step by step, building on previous learning and embedding skills and knowledge through application.

Knowledge
Build knowledge of number, calculation methods, measurement, geometry and statistics as stated in the *National Curriculum* for Maths.

From tiny acorns, mighty oaks grow

A We aspire to achieve

C We are kind and collaborative

O We are open and honest

R We respect ourselves, others, property, and the environment; we listen, we are gentle

N We welcome new opportunities

S We develop our super learning powers (we are resilient, resourceful, reflective and reciprocal)

Our Amazing ACORNS Ageements

A • We aspire to achieve in all our learning

C • We are kind and collaborate in all our learning

O • We are open and honest and will try to make a difference in the world

R • We respect ourselves and others in all our learning

N • We welcome the opportunity to learn new ideas in maths

S • We use our super learning powers in all our learning

Implementation

Teaching and learning

In years 1-6 we follow the *White Rose* scheme, a curriculum with planned progression in small steps, linked to the *National Curriculum*.
This focuses on the elements included in our intent statement.
Each unit includes fluency, reasoning and problem-solving. Consolidation is built into learning.

Further resources available are concrete resources to help understanding of number and other mathematical knowledge.

Organisation

In Early Years, children learn through the specific areas of Number and Shape, Space and Measure, working towards the Number and Numerical Patterns Early Learning Goals.

Years R-6 have units of learning, arranged over the year groups to provide continuity and opportunities to revisit and consolidate learning, building skills step by step.

Elements of maths covered

Fluency, reasoning and problem-solving are the three main strands that run through the maths curriculum.
The areas of learning are number (including place value, the four operations, fractions, decimals and percentages and later ratio and proportion and algebra); geometry (shape, measurement) and statistics. Fluency will be more prominent for younger children and when new skills are introduced.

Enrichment and promotion of maths

Application of maths across the curriculum provides enrichment, in science, geography and DT particularly; each class has a maths working wall to support learning. Maths is championed by the subject leader, who also carries out ongoing monitoring, then spotlight monitoring each year, sometimes supported by a representative of the *Angles Maths Hub*, of which we are a member. The maths action plan is updated through monitoring, celebrating success and noting next steps. These are shared with staff and governors.

Impact

End points
We aim for pupils to be ready to confidently access their next stage of learning in maths, through building skills and knowledge in arithmetic and in reasoning and problem-solving.

In Early Years the end point is their Early Learning Goals. In Year 1-6, the skills and knowledge we aim to equip them with are those in the *White Rose* planning *Curriculum Links* or *National Curriculum Links* boxes.

Assessment for learning
In Early Years, assessment is through the EYFS curriculum. In Years 1-6, ongoing teacher assessment is through observation, questioning (including assessments for Year 2-6), activities and completed work. This allows teaching to be modified to promote further learning. From the summer term of Year 1, we do weekly arithmetic tests to target arithmetic learning. Our children love the success this brings.

Tracking and evidencing progress

In October, February and June, the pupils' learning is assigned working towards, working at or greater depth for the year group. Each pupil's progress and attainment are carefully tracked.

The class teacher, subject leader, and the senior management team can analyse outcomes and drive further improvement in maths.