



Mathematics Policy

Our Christian Vision

As a small yet unique part of God's Big family, we will inspire and nurture all to become the very best they can be. Opening up the world, we will celebrate our Father's (God's) wondrous, diverse creation. We will all live, love, laugh and learn in the light of Christ.

'I can do all things through Christ who strengthens me' Philippians 4v13

Mathematics INTENT

The national curriculum for mathematics aims to ensure that all pupils:

fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately

reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

All pupils require fluency, flexibility and deep conceptual knowledge of the content of the National Curriculum in order to achieve its aims.

At St Stephen's C.E. Primary School, Tockholes we want all our pupils to -

- Develop a love of mathematics
- Develop an understanding of the important concepts and an ability to make connections within mathematics.
 - Develop a broad range of skills in using and applying mathematics.
 - Develop fluent knowledge and recall of number facts and the number system.
- Develop the ability to show initiative in solving problems in a wide range of contexts, including the new or unusual.

As a small yet unique part of God's Big family, we will inspire and nurture all to become the very best they can be. Opening up the world, we will celebrate our Father's (God's) wondrous, diverse creation. We will all live, love, laugh and learn in the light of Christ.



Live, Love, Laugh and Learn in the Light of Christ

- Develop the ability to think independently and to persevere when faced with challenges, showing a confidence of success.
- Develop the ability to embrace the value of learning from mistakes and false starts.
- Develop the ability to reason, generalise and make sense of solutions.
- Develop fluency in performing written and mental calculations and mathematical techniques.
 - Develop a wide range of mathematical vocabulary.
 - Develop a commitment to and passion for the subject.

At St Stephen's, it is our intention to teach all children to develop the knowledge and skills necessary to use mathematics in their everyday lives, today, and in the future. We aim to develop our students' enjoyment of mathematics, by providing opportunities for a conceptual understanding of this subject. This will then allow our pupils to apply their knowledge to solve real-life problems, whilst also supporting other areas of the curriculum. Through talk, children will be encouraged to articulate their mathematical reasoning. As teachers we want all pupils in our care to develop a positive attitude towards mathematics, so that all believe they can do maths!

Mathematics IMPLEMENTATION

Throughout school we follow White Rose Maths which provides Schemes of Learning (SOLs) which are grouped into blocks and divided into smaller teaching steps.

In EYFS and Key Stage 1, children also follow the Mastering Number schemes by Maths Hub and NCETM. This is underpinned by mathematical activities within continuous provision.

At St Stephen's, we also use Ready to Progress documents as well as the Curriculum Prioritisation materials to ensure the most important elements that underpin the curriculum are covered at the right time, and to ensure that there is continuity and consistency for our pupils as they progress from one year to the next.

Teachers make informed decisions on how much teaching time to set aside for the different parts of the curriculum. Teaching time may be weighted towards the ready-to-progress criteria ensuring that the core concepts are covered. Consolidation within the White Rose Maths Scheme of Learning may take place if it is felt that children require more time on a particular aspect of their mathematics.

As a small yet unique part of God's Big family, we will inspire and nurture all to become the very best they can be. Opening up the world, we will celebrate our Father's (God's) wondrous, diverse creation. We will all live, love, laugh and learn in the light of Christ.



Live, Love, Laugh and Learn in the Light of Christ

Through our teaching we continuously monitor pupils' progress against expected attainment for their age, making formative assessment notes where appropriate and using these to inform our teaching. Summative assessments are completed at the end of each half term. The main purpose of all assessment is to always ensure that we are providing excellent provision for every child.

Mathematics IMPACT

PUPIL VOICE

Through discussion and feedback, children talk enthusiastically about their maths lessons and speak about how they love learning about maths. They can articulate the context in which maths is being taught and relate this to real life purposes. Children show confidence and believe they can learn about a new maths area and apply the knowledge and skills they already have.

EVIDENCE IN KNOWLEDGE

Pupils know how and why maths is used in the outside world and in the workplace. They know about different ways that maths can be used to support their future potential. Mathematical concepts or skills are mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations. Children demonstrate a quick recall of facts and procedures. This includes the recollection of the times table.

EVIDENCE IN SKILLS

Pupils use acquired vocabulary in maths lessons. They have the skills to use methods independently and show resilience when tackling problems. The flexibility and fluidity to move between different contexts and representations of maths. Children show a high level of pride in the presentation and understanding of the work. The chance to develop the ability to recognise relationships and make connections in maths lessons. Teachers plan a range of opportunities to use maths inside and outside school.

OUTCOMES

At the end of each year we expect the children to have achieved age related expectations (EXS) for their year group. Some children will have progressed further and achieved greater depth (GDS). Children who have gaps in their knowledge receive appropriate support and intervention.

MASTERY

All children secure long-term, deep and adaptable understanding of maths which they can apply in different contexts.

As a small yet unique part of God's Big family, we will inspire and nurture all to become the very best they can be. Opening up the world, we will celebrate our Father's (God's) wondrous, diverse creation. We will all live, love, laugh and learn in the light of Christ.