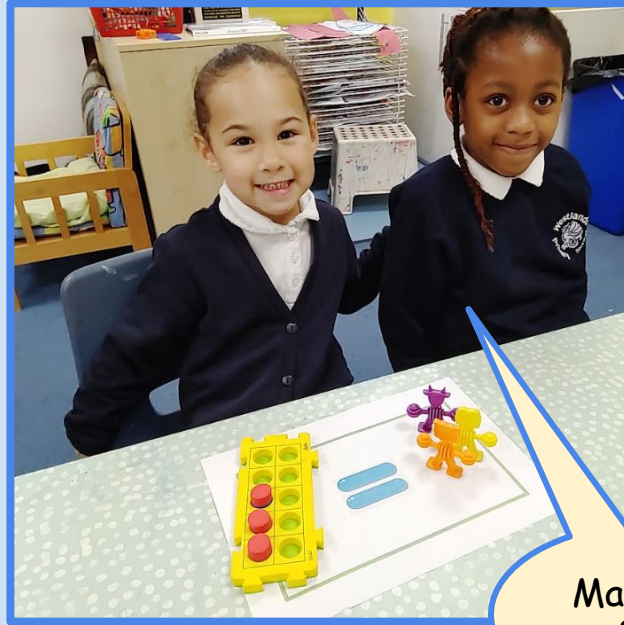
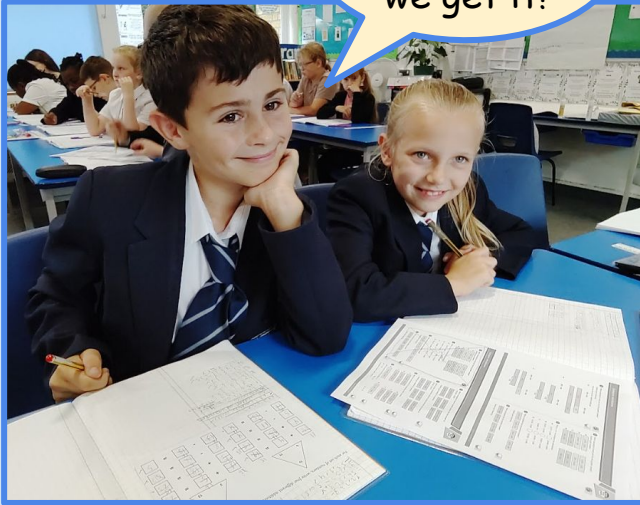
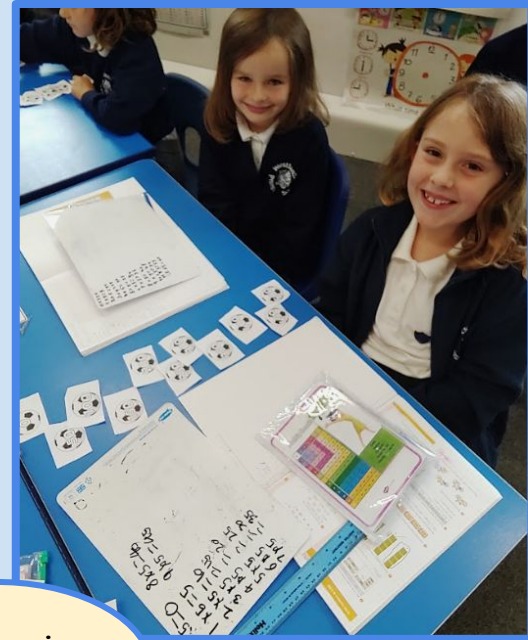


We like
maths -
we get it!



Maths is
fun!



Intent

Our mathematics curriculum intends to provide children with a foundation for understanding number, reasoning, thinking logically and problem solving with resilience and independence so that they are fully prepared for the future.

By adopting a Mastery approach, it is also intended that all children, regardless of their starting point, will maximise their academic achievement and leave Westlands Primary School with an appreciation and enthusiasm for Maths, resulting in a lifelong positive relationship with number.

We ensure that we deliver a high quality maths curriculum that is both challenging and enjoyable; that children make rich connections across mathematical ideas to develop fluency and mathematical reasoning.

We intend for all children to be competent and confident in solving increasingly sophisticated problems and to be able to apply their mathematical knowledge and skills in real life situations and value their strong mathematical understanding.



Implementation

How is maths taught at Westlands Primary School?

Children learn maths using the White Rose scheme as a starting point giving teachers autonomy to deepen and challenge children's learning through supplementing their teaching using Power Maths and additional resources where appropriate.

Children use practical equipment and visual representations to support their learning promoting the secure development of conceptual understanding; enabling the development of skills and knowledge over time. For example, counters, tens frames and numicon promote access for all. Strategic planning, teaching and assessment ensures that teachers are able to target gaps in learning and address misconceptions.

Learning through the curriculum is encouraged, for example, collecting data on rainfall in Science or interpreting data in History and Geography.



Implementation in the Early Years

How do pupils learn maths in the Early Years?

In EYFS, teachers use White Rose as their starting point for learning in maths. Children develop their conceptual understanding through a wide range of self-directed learning opportunities and are encouraged to follow their interest, for example, they may choose a specific resource to represent an amount or may act out 'The Three Little Pigs' while learning about the number 3. Maths learning takes place through stories, drama and creative activities to give a broad range of engaging learning experiences.

Teachers deliver focussed, bespoke teaching sessions, modelling thinking and engagement through discussion and investigative questioning promotes enjoyment in mathematical thinking. 'Maths Talk' is promoted consistently throughout EYFS - between peers and the child and the teacher, maximising the opportunities for learning to develop, consolidate concepts and for new ideas to be formed. Independence and deeper thinking is promoted and celebrated.



Inclusive Practice - Bespoke for the subject

How are all learners included?

Throughout Westlands Primary School, learning in maths is undertaken as whole class work.. Learning is explicitly modelled and children are supported to use a range of resources to allow them to develop independence when working at their current level whilst ensuring they can progress onto the next step in understanding.

Teachers develop learning through following a 'concrete - pictorial - abstract' approach promoting inclusivity and conceptual understanding. Practical experiences and 'real-life' allows children of all levels to engage with their learning, for example, using money to buy fruit in a 'role-play' shop and investigating fractions using a variety of foods. This works to counteract the school-centric nature of maths and broaden children's understanding of how maths is a feature of everyday life. Some learning may require a more personalised approach, including specific learning outcomes and provision to develop foundational skills or address misconceptions.



Enrichment Activities

How is the learning of maths promoted, applied and enriched within the curriculum?

Teachers promote the use of maths through other subjects where possible to develop children's understanding of how maths is used in everyday life, to deepen and consolidate understanding.

Enrichment activities also promote children's enjoyment of maths and allow them to play with numbers 'just for fun,' for example using ttrackstars and numbots (game-style learning platform); building engagement in the subject and leading to high quality outcomes, as well as providing valuable and memorable experiences.

Through collecting, recording and analysing data, children develop thinking skills to make informed decisions promoting mathematically-based discussion.



Impact of your curriculum

What happens next?

We aim for our children to have developed the foundational skills in maths to allow them to continue in their journey of maths learning as they move onto secondary school; to be confident to engage in mathematical thinking

We aim for children to have a secure understanding of the four operations of number, be able to use a range of strategies to solve problems and have a wide range of mental calculation skills.

This will be evidenced through:

- Children's workbooks
- Evidence of maths across the curriculum, for example, in Science, History & Geography
- Assessment documentation



National Curriculum

Whilst the White Rose Scheme is underpinned by the Mastery Approach teachers use the National Curriculum to ensure they are meeting the aims that all pupils:

- become 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



Assessment

Maths is taught using the White Rose Scheme using the National Curriculum objectives. Formative assessment takes place as an integral part of all lessons through questioning and responding to children's learning within the lesson developing understanding, reflective thinking and promoting independence

Assessments in all year groups take place 3 times per year and gap analysis is undertaken to inform planning and teaching. Prior learning is analysed to ensure that gaps in knowledge or learning are identified in order that teaching is targeted and learning time is maximised.

Year 2 undertake the SATs.

Year 4 undertake the Multiplication Check.

Year 6 undertake the SATs.

Year 3-6 undertake termly times tables checks; Year 2 from Term 3

