Holy Family Catholic Primary School

Following in the footsteps of Jesus, we Pray, Play and Learn Together

Maths Curriculum Statement

The intent of our mathematics curriculum is to provide children with a foundation for understanding number, reasoning, thinking logically and problem solving with resilience so that they are fully prepared for the future. It is essential that these keystones of Mathematics are embedded throughout all strands of the National Curriculum. By adopting a Mastery approach, it is also intended that all children, regardless of their starting point, will maximise their academic achievement and leave Holy Family with an appreciation and enthusiasm for Maths, resulting in a lifelong positive relationship with number.

INTENT	IMPLEMENTATION	PLANNED IMPACT
-We ensure that we deliver a high-quality maths curriculum that is both challenging and enjoyable. - We want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. - We intend for our pupils to be able to apply their mathematical knowledge to all other subjects. - We want them to know that maths is essential to everyday life and that our children are confident mathematicians who are not afraid to take risks. - Fully develop independent learners with inquisitive minds who have secure mathematical foundations and an interest in self-improvement.	Planning: Lessons are planned and sequenced so that new knowledge and skills build on what has been taught before. Children are taught through a mastery approach – whole class interactive teaching, where the expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupil's understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered additional rich and sophisticated problem solving and reasoning questions before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on. Teachers use the White Rose Small Steps to build up on previous learning, embedding knowledge and ensure the confident use of mathematical vocabulary. We use these small connected steps alongside a variety of resources to provide tasks for fluency, reasoning and problem solving e.g. White Rose documents, MathShed, I See Maths, NRICH tasks and NCTEM Spine materials. Mathematical representations and manipulatives are used, where appropriate, to support children when engaging with mathematical concepts. Manipulatives should be available for	The impact of the Mathematics emphasis and teaching at Holy Family: A mathematical concept or skill has been 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 quick recall of facts and procedures. This includes the recollection of the times tables. - The flexibility and fluidity to move between different contexts and representations of mathematics. - The ability to recognise relationships and make connections in mathematics. - Children show confidence in believing that they will achieve. - Children show a high level of pride in the presentation and understanding of the work. At Holy Family we expect that by the end of Y6 our children:

	all children to readily access during lessons and children should be aware of their location within the classroom. Staff also refer to the Calculation Policy when teaching formal methods, understanding that sometimes children find their own efficient methods along the way. All children also have access to their own personal account of 'Times Tables Rockstar' where they can compete against other pupils and classes in school. Teaching: At Holy Family we employ a variety of teaching styles and opportunities for children to learn and develop their Mathematical skills and competencies, both individually and collaboratively. The main aim of all lessons is to develop children's knowledge, understanding and skills, applying these to a variety of contexts. One of the key elements in lessons throughout the school should be on developing the children's mental calculation strategies alongside developing the children's written calculation strategies as laid out in the Written Calculation Policies for addition, subtraction, multiplication and division. *See Calculation Policy*. The progression maps are structured using the topic headings as they appear in the National Curriculum. Our pupils are encouraged to physically represent mathematical concepts. Objects and pictures are used to demonstrate and visualise abstract ideas, alongside numbers and symbols. Concrete – children have the opportunity to use concrete objects and manipulatives to help them understand and explain what they are doing. Pictorial – children then build on this concrete approach by using pictorial representations, which can then be used to reason and solve problems. Abstract – With the foundations firmly laid, children can move to an abstract approach using numbers and key concepts with confidence.	-become fluent in the fundamentals of mathematics -reason mathematically by following a line of enquiry, conjecturing relationships and generalisations. -solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication.

	The lesson design, used at Holy Family, allows the children vital opportunities to make connections between areas covered in the maths curriculum. We start each small step with a 'focus task' to get the children thinking mathematically and making links to other areas of the maths curriculum. This is followed by 'guided practice' which can be completed on whiteboards or in the children's exercise book. During guided practice skills and strategies are taught to allow the children to access the independent work. The guided practice also allows teachers and teaching assistants to pick up on any misconceptions and target those children who need further support. The children complete a carefully selected number of tasks independently allowing for variation, reasoning and problem solving. 'Star Work' is available for any child who shows a greater understanding of the small step covered. Teachers use their own judgement as to how long one of the small steps should be given which means that the lesson design could cover a number of days to ensure the children have retained the learning before moving on. Assessment informs the teaching and learning sequence, and children work on the objectives they are assessed as being at. - Children who not making the required progress are given extra support through pre-teaching activities, intervention sessions and support in class in order to meet our INTENT of developing pupils academically. - Feedback is given on children's learning in line with our feedback policy. Formative assessment within every lesson helps teachers to identify the children who need more support to achieve the intended outcome and who are ready for greater stretch and challenge through planned questioning or additional activities (Star Work). - In order to support teacher judgments, children are assessed using current and reliable tests in line with the national curriculum for maths	

	- Analysis of any tests that the children complete is undertaken and fed into future planning. Summative assessments are completed at the end of every term. - The maths leader has a clear role and overall responsibility for the progress of all children in maths throughout school. Key data is analysed and regular feedback is provided and discussed at pupil progress meetings to inform on progress and future actions Data is collected termly and reported to SLT. All teachers contribute to a termly Pupil Progress Meeting where the data is analysed and targets are made by highlighting 'stuck' pupils and focusing on next steps.	

Each week a Times Tables focus is planned to give children the opportunity to practise and improve their rapid recall skills with facts 12x12. Children enjoy the weekly challenge and strive to improve their time and score each week.