St Joseph's Catholic Primary School – Maths Intent, Implementation and Impact Statement

Mission Statement

> "Jesus light our way on our faith journey.

"Jesus light our way on our faith journey.
Be our guide, our joy and our hope, as we learn, live, love and pray together."

Maths Statement of Intent

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 foundations of Mathematics are embedded throughout all strands of the National Curriculum. By beginning our journey of adopting a Mastery approach across the whole school, it is also intended that all children, regardless of their starting point, will maximise their academic achievement and leave St. Joseph's with an appreciation and enthusiasm for Maths, resulting in a lifelong positive relationship with number.

In line with the National Curriculum Objectives for Mathematics, our intent is 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 breaking down problems into a series of simpler steps and persevering in seeking solutions.

Maths Implementation statement

Planning:

Lessons are planned and sequenced so that new knowledge and skills build on what has been taught before. Teachers follow the **White Rose Maths Hub** sequence of learning and adapt the sequence of learning as they see fit to tailor to the needs of pupils.

Staff also refer to the Calculation Policy when teaching formal methods, understanding that sometimes children find their own efficient methods along the way. Each lesson includes a

calculation of the day to give children the opportunity to practise and improve their recall skills within the four operations.

Teaching and delivery:

At St Joseph's 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.

EYFS

At St. Joseph's we understand the importance of early experiences of maths within our Early Years setting. This approach places a significant emphasis on developing a strong grounding in number – understanding that this is a necessary building block for children to excel in the subject.

The two key ELG's for mathematics are:
1. Number: Number composition, subitising, recall of bonds to 5 and 10 and doubling
2. Numerical Pattern: Verbally count beyond 20, Compare quantities, explore and represent patterns.

Practitioners provide creative and engaging opportunities for children to ignite their curiosity and enthusiasm for the subject, while focusing on the three prime areas of:

- Communication and Language
- Physical Development
- PSED

Activities and experiences are frequent and varied and allow children to build on and apply understanding of Numbers to 10. Concrete manipulatives are a key focus within sessions, as is the use of pictorial representations including Tens Frames and Part/Whole Models.

Children are actively encouraged to use mathematical terminology within their understanding, with a focus on developing positive attitudes and interest in the subject.

Fluency and recall

Across EYFS and KS1, children have opportunities to practise their fluency recall of early number sense throughout the week. Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The pupils at St. Joseph's enjoy using concrete and pictorial resources to help build on their understanding of number, enabling them to be prepared for the learning which takes place in KS2.

As a school, we are committed to ensuring that pupils secure their knowledge of Times Tables and Related Divisional Facts by the end of Year 4. Our pupils engage in regular low stakes testing through Times Tables Rock Stars to practice fluent recall.

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Maths Impact statement

At St. Joseph's, the expectation is that the majority of pupils will move through the programmes of study at broadly the same pace.

We aim for each child to be confident in each yearly objective and develop their ability to use this knowledge to develop a greater depth understanding to solve varied fluency problems as well as problem solving and reasoning questions.

However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage.

Pupils who grasp concepts rapidly are challenged through rich and sophisticated problems before any acceleration through new content. They are also given opportunities to be peer mentors, to help encourage and support their peers.

Those who are not sufficiently fluent with earlier material consolidate their understanding, including through additional practice, before moving on. Where necessary, earlier material should consolidate their understanding, including through additional practice, before moving on.

Formative Assessment:

Throughout the teaching and delivery in Maths, teachers carry out formative assessment through AfL in each session and feedback is given to children verbally, through self/peer assessment and through marking.

Teachers then use this assessment to influence their planning. Children are rapidly identified as needing further challenge or additional support, and we ensure that this is provided in a timely manner.

Our Assessment Calendar also includes 3 key dates for capturing progress and attainment against National Curriculum Objectives. Assessments are carried out in Autumn, Spring and Summer terms.

Subject Monitoring

We regularly monitor the quality and impact of our mathematics curriculum through targeted learning walks, book scrutiny and pupil interviews. In addition to this, we survey our staff and pupils to identify their perception of mathematics and identify CPD needs.