



Healey Primary School

Mathematics Curriculum Statement

Intent

To develop children's ability to problem solve and reason in a variety of different contexts, applying their mathematical knowledge.

To develop children's fluency so that they are able to select the most appropriate method to solve a problem. Children are able to recall known mathematical facts to support them in solving these problems.

To support children in making links between existing knowledge and learnt knowledge.

To provide children with memorable learning experiences and regular opportunities to revisit their previous learning to enable children to store these mathematical concepts in their long term memory so that knowledge sticks.

To support children in becoming confident mathematicians who enjoy mathematics and are resilient and persevere when solving problems.

To enable children to discuss and explain their thinking clearly and with increasing confidence, developing a growth mindset as they move through school.

To ensure previous year group concepts are revisited through the use of a recognisable scheme for the teaching of mastery so that children can continue to progress through new taught concepts within their current year group.

Implementation

Each year group follows the objectives outlined in the National Curriculum. The Power Maths teaching for mastery scheme is used to support teachers in planning and delivering lessons that meet the year group objectives within the National Curriculum and to ensure that all content is covered by the end of the academic year.

Within Power Maths, children are exposed to elements of fluency, reasoning and problem solving as the lessons are designed around these three mathematical elements. With the exception of a small minority of pupils, most children will access the Power Maths content for the year group that they are in.

Regardless of ability, all children should have access to fluency, reasoning and problem solving as well as opportunities to show greater depth of understanding for example through the use of questioning appropriate to the ability of the child.

'Development Matters' provides the long term planning in EYFS and the non-statutory curriculum guidance are based on the programs of study. To support them further with their planning teachers in EYFS have access to the NCETM, White Rose Maths, Numberblocks and Power Maths resources.

The Power Maths scheme is our core scheme for the teaching of Maths at Healey in Years 1-5. However, to allow teachers to design a creative and engaging curriculum, we also have access to the following to supplement Power Maths:

- Classroom Secrets
- I See Reasoning

- White Rose Maths including One Minute Maths app
- Mathletics
- NRICH
- NCETM
- DfE Non-Statutory Prioritisation materials
- Mastering Number Programme in EYFS and KS1
- Numberblocks in EYFS
- Kung Fu Maths

The DfE Non-Statutory Prioritisation materials will be referred to when planning to ensure that any gaps in learning are addressed following the national lockdown in March 2020 and January 2021. Teachers will revisit and review concepts from the previous taught year group before moving onto current year group content.

Within lessons children will have access to concrete resources in order to help them embed and understand new knowledge. Children (particularly in KS1 and lower KS2) will have access to concrete resources before moving onto pictorial representations and abstract problems. Children should have access to a range of different variations to support children achieving a deep understanding of a taught concept.

Language is a crucial part of mathematics and at Healey we ensure that children are exposed to a range of mathematical vocabulary which will be displayed in the classroom and referred to. Vocabulary will be current and used regularly within mathematics lessons. During the academic year of 2022-2023, our key focus will be oracy and the use of stem sentences will be introduced gradually to the children. Children will be encouraged to explain their thinking further and use 'because' to demonstrate their understanding. From the EYFS children are encouraged to talk and wonder about mathematics.

Mathematics is taught contextually giving the mathematics the children are taught meaning and relevance to daily life. From EYFS mathematics is taught in a context to make learning more personalised and enjoyable for the children.

Within Year 3 and Year 4 multiplication facts are reviewed daily to encourage children to be able to learn and recall multiplication and related division facts confidently in order to meet the expected standard in the MTC (Multiplication Table Check) taken in the summer term of Year Four.

At the end of each week the children will take part in a 'fast maths' activity to continually progress the children's knowledge of their times tables. All children have access to Times Table Rockstars to continually practise their multiplication and division facts. Within Year 3 and 4 this is reviewed weekly to target specific times tables and provide focus for the weeks multiplication teaching.

Within EYFS and KS1, children will also access the Mastering Number Program. This is a recognised program, devised by NCETM and designed to increase children's confidence and fluidity in basic concepts such as the cardinality of numbers, subitizing and number bonds. They will also have access to White Rose One Minute Maths and Numbots to practise and learn their number facts.

By the end of Year Two children will begin to transition from using White Rose One Minute Maths and Numbots and move towards focusing on multiplication and division facts on Times Table Rockstars and Mathletics.

Children in KS2 will have access to both Mathletics and Times Table Rockstars. All of these resources can be accessed both at school and at home.

Impact

Teachers assess at the end of every few units (for their own purpose) using the Power Maths Progress Tests. Previously, these progress tests have been completed in line with each half term but since Power Maths has been updated, the tests are currently being used more flexibly to assess progress. It is hoped that Power Maths will update these tests in the next academic year to enable more consistency throughout school. Please see current

guidance for the use of these tests. Results from these tests are uploaded onto the Power Maths Assessment tool for the Maths Lead and SLT to analyse if required.

Teachers provide data drops every half term to SLT to be entered on the school assessment system Target Tracker. This data is discussed in more depth at Pupil Progress meetings once a term with the head teacher. These meetings give teachers opportunities to discuss the attainment and progress of individual children and discuss any interventions which may be needed for children not making the required levels of progress.

Teachers may also wish to keep their own individual records to show how their class progress throughout the different strands in mathematics but this is optional.

As Healey follows a mathematics mastery approach it is expected that most children will be supported to 'keep up' rather than 'catch up'. This will ensure that children achieve their end of year expectations. However, due to the ramifications of 'lost learning' during the pandemic and also due to the demographic of the school, there will also be a need for some 'catch up interventions' to be put into place. Children who are working at 12 months or lower than their current peers will work on the yearly objectives for the year below and will be assessed against these.

Through the use of our teaching for mastery scheme, children will be able to recall their number facts fluently and confidently across all four operations and be able to store them in their long term memory- providing more space within their working memory for new taught concepts.

Children will be able to discuss and explain their thinking in maths more confidently through the use of stem sentences. Stem sentences will be embedded into the maths curriculum at Healey and be displayed in every classroom as and when it is appropriate.

All pupils, regardless of their background, needs or abilities will make appropriate progress. There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged).

Skills progress throughout school is evident in children's books.

The percentage of pupils working at ARE within each year group will be at least in line with national averages.