

# Mathematics Curriculum Statement

## INTENT

### Purpose of Study

At St John Fisher and St Thomas More RC Primary, our intention is to provide a high quality mathematics education which develops an understanding of the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics and a sense of enjoyment and curiosity.

All children are encouraged to be independent learners, who are ready for the next stage of their educational journey. In addition, children are taught to have mathematical fluency and an understanding of different types of reasoning. Each year group works towards the National Curriculum objectives using a mastery problem solving approach, this ensures that pupils have the opportunity to achieve a greater level of understanding.

Strong communication skills are encouraged as children work alongside peers to reason, explain and justify their thinking using mathematical vocabulary. All pupils have the opportunity to access their year group objectives and develop the skills that are required for their age group. Pupils are taught to: make connections, identify patterns and draw conclusions about Mathematical concepts and problem solving.

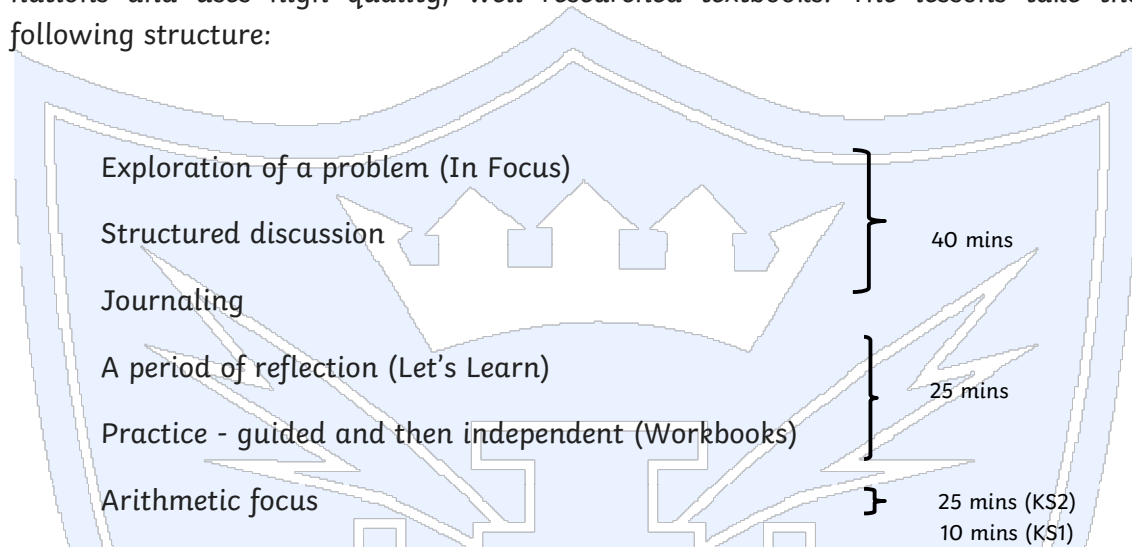
### Rationale

Our curriculum is designed to prioritise the mastery of conceptual Maths understanding through the use of real life/ everyday problems as children explore and investigate. Mathematics is essential for everyday life and understanding our world. It enables the development of pupils' natural ability to think logically and solve puzzles and real-life problems. Pupils learn to think creatively and make links between mathematical concepts through exploring: Place Value; Calculations;

Fractions, Decimals and Percentages; Measurements; Word Problems; Ratio and Proportions; Algebra; Area and Perimeter; Geometry and Statistics. By following a spiral curriculum, our pupils are able to revisit a topic, theme or subject several times throughout their school career. The complexity of the topic or theme increases with each revisit, but new learning has a relationship with old learning and is put in context.

## IMPLEMENTATION

At SS John Fisher and Thomas More, we take a mastery approach to teaching mathematics. We use the DfE approved scheme: **Maths – No Problem!** This has been inspired by the performance of children in Singapore and other Southeast Asian nations and uses high quality, well researched textbooks. The lessons take the following structure:



NB: The timings around each of these areas may vary depending on each lesson and the learning taking place within that session. Also, a lesson may begin with a short period of 'Fix It' time where children are given a short period of time to respond to a written comment or prepare their book for the lesson ahead. This may differ in year 1 & 2 where the children need a higher level of scaffolding.

In classrooms lessons should have high levels of engagement and involvement. Lessons usually begin with an interesting and engaging problem to solve – this is called the *In Focus* task. It is the teacher's role to make a lesson accessible to all children. Concrete materials (usually in the form of visual representations or manipulatives) are used in every lesson to support children's thinking as they work through the problem. Pupil talk is seen as a vital part of how children verbalise their thinking and deepen their understanding. Teachers watch and listen to children and assess their needs during the lesson. Teachers will ask probing questions to help move children forward in their thinking. Teachers take the ideas of the children and scaffold them to support their ability to solve the problem. A range of methods for the problem are encouraged so that children show a deep understanding. It is also common for children to write down their thinking in words. Towards the end of each lesson, the children practise what they have learned usually through examples guided by the teacher and then independently in workbooks.

### **Differentiation**

Generally pupils will be grouped in mixed ability pairs/groups.

Differentiation will come through 'outcome' and 'process' (scaffolding).

Higher attainers will be challenged through a range of prompts such as prove it! / problem posing/ pattern seeking/what if...?

Struggling learners will be supported through the use of concrete materials, providing further context to the questions, communication (discussion, sharing ideas, pupil talk).

Occasionally pupils may be given tasks from a lower year group if they cannot access the learning. This will always come from the *Maths – No Problem!* Scheme.

### **Journals and Workbooks**

Journals are used to develop our children's communication skills and record their thought processes, therefore developing conceptual understanding. Teachers' expectations of journals should be high. Over the course of children's time experiencing the lessons, they should become more independent and confident in their jottings.

At this time, teachers are expected to ensure the In Focus task is stuck in books prior to lessons. Children should write the date in short form and LO in their books.

Workbooks are used at the end of each lesson for the pupils' independent work. This is an opportunity for teachers to assess pupils' learning. As the workbook pages provide an appropriate level of challenge, it is not an expectation that all pupils will complete every question or answer them all correctly.

### **Lesson Planning**

Lesson 'planning' is different from lesson design. The textbooks have been designed by expert mathematicians, psychologists and researchers. The teachers' role when planning is to study the lessons in order to bring them to life for the children in their class. They should consider the direction of the lesson and have a strong understanding of the key mathematical concept running through it. Through this, they are able to ask appropriate probing questions and challenge learners.

Lesson slides are annotated and stored on teachers' iPads which will be monitored by the SLT.

### **Assessment**

Feedback in lessons is usually oral and 'in the moment'. Teachers will annotate and write brief comments or questions as the children are completing their journals. Teachers assess by listening to children's discussions and considering the methods they decide to use when tackling problems.

Marking after lessons is in line with the NCETM guidance - if the journal is clear and shows clear thinking and methods, acknowledgement will suffice (eg a tick or short

comment). Teachers may decide to write a question that challenges children's thinking in their books. Children will respond to this in green pen at an appropriate time. It is expectation that there will be a written challenge that is responded to at least twice a week in each child's book.

### **Arithmetic**

Everyday teachers will spend 20 minutes on a specific area of arithmetic. These sessions are designed to improve speed and accuracy when calculating.

### **IMPACT**

Year 6 children begin the year by taking a previous SATS test. The tests are used for teachers to understand any areas of difficulty particular pupils or a class may have and to assess future progress. In other year groups, pupil's progress is measured on a yearly basis by PUMA tests and the improvement which children make on these. More frequently, the impact of learning is measured by journal assessment and teachers assessment for learning strategies. The sharing of good practice e.g maths journals also allows for children's learning to be monitored.

During the foundation stage, the impact of children's learning and the progress they have made is measured by Development Matters and at the end of Reception children are expected to have met the Early learning goals, which include a knowledge of numbers 1-20 and being able to use vocabulary relating to shape, space and measure.

These judgements will be quality assured by subject leaders using first-hand evidence of how pupils are doing, drawing together evidence from pupil interviews, observations of tasks, reading tasks, work scrutinies and discussions with pupils about what they remembered about the content they have studied.

These judgements will inform the curriculum and whether children are ready for the next stage of their education.

DEUS PRIMUS