Tonacliffe Primary School Mathematics Curriculum Statement

Intent

At Tonacliffe, we are MATHEMATICIANS! We want our children to love Maths! We want them to have no limits to what their ambitions are and grow up with secure mathematical understanding which will assist them in whichever career path they take, as well as in their daily lives. In order to successfully deliver a structured, rich curriculum with a clear progression of skills, we follow the statutory requirements of the National Curriculum for mathematics. At Tonacliffe Primary School, our approach to teaching mathematics is intended to support all of our children in becoming young, confident mathematicians; prepare them for their next stage of mathematical learning at secondary school, and to be able to apply their mathematical knowledge in everyday situations in order to be successful in life beyond school. We intend to do this, on a daily basis, through developing all children's fluency in all areas of the mathematics national curriculum; providing opportunities to reason mathematically; and also develop children's using and applying skills when solving increasingly more complex problems involving a range of mathematical knowledge.

The intent of our mathematics curriculum is to be accessible to all and maximise the development of every child's ability and academic achievement. It is also our aim to ensure that all children develop:

- a positive attitude towards mathematics and an awareness of the fascination of mathematics
- competence and confidence in mathematical knowledge, concepts and skills
- an ability to solve problems, to reason, to think logically and to work systematically and accurately
- initiative and an ability to work both independently and in cooperation with others
- an ability to communicate mathematics
- the ability to use and apply mathematics across the curriculum and in real life

The coronavirus lockdown has had a huge effect on children's learning. Children will have had different experiences of lockdown; whilst some will have continued to make progress, others may need time to consolidate prior learning or to relearn concepts in which they previously appeared to have a secure understanding. We intend to support children to catch up on learning

missed due to the coronavirus lockdown through delivering a broad and stimulating mathematics curriculum with the aim of improving the percentage achieving year group expectations for all cohorts back to pre-lockdown levels.

Implementation

We strive to deliver lessons that are creative and engaging. We want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. Teachers use a range of teaching and learning styles according to the subject matter and the pupils being taught.

- Our curriculum is designed to meet the needs of our children and to allow for opportunities for revisit and retention, ensuring full coverage of the national curriculum for mathematics and providing a broad and balanced spread of all areas of the curriculum.
- Mathematics is taught on a daily basis throughout the school – EYFS to Year 6. Children are provided with opportunities to become more fluent in their learning, to reason mathematically and to solve a range of problems.
- Planning is supported by the Lancashire Mathematics Planning Support Framework, LAPs (Lancashire's Learning and Progression documents), Lancashire Sequence of Learning documents and our school calculation policy. The teaching of mathematics year to year builds progressively on the skills taught in previous year groups.
- Learning is differentiated to meet the needs of the children within the class whilst still providing each child with the opportunity to achieve the learning intentions to meet the expectations of their year group.
- Effective assessment for learning is used to ensure children are moved on in their learning or supported when finding it difficult. Lancashire KLIPs are used to support assessment against the National Curriculum. Interventions are put in place, such as Precision Teaching, to support children where necessary.
- We use Times Table Rock Stars to enthuse the children in learning times tables.
- Where possible, links are made with other subjects across the curriculum.
- EYFS - mathematics is continually developed within early years: children are given time to explore mathematical concepts, test ideas, develop their understanding and practise skills through play. Maths can be found in all areas of our continuous provision and children experience it in a purposeful and meaningful context within their play and daily routines. Children are encouraged to use their mathematical

understanding and skills to solve real-life problems and practitioners are trained to identify and extend opportunities to foster this.

To support recovery following Coronavirus, children will follow a lively and dynamic curriculum that enables them to catch up on learning that they missed and to regain the numbers of children achieving YGE back to pre-lockdown levels. A broad curriculum will be taught and each class will have five lessons of maths each week - in KS2 there will be 45 minutes each week focusing on arithmetic.

Impact

The impact of our mathematics curriculum is that children understand the relevance and importance of what they are learning in relation to real world concepts. Children know that mathematics is a vital life skill that they will rely on in many areas of their daily life. Children have a positive view of mathematics due to learning in an environment where mathematics is promoted as being an exciting and enjoyable subject in which they can investigate and ask questions; they know that it is okay to be 'wrong' and that this can strengthen their learning because the journey to finding an answer is most important. Children are confident to 'have a go' and choose the strategies they think are best suited to each problem. Our books evidence work of a high standard of which children clearly take pride; the range of activities demonstrate good coverage of fluency, reasoning and problem solving. Our teaching and feedback support children to strive to be the best mathematicians they can be, and leads to good progress over time across all key stages relative to each individual child's starting point.

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