## St Edmund’s and St Thomas’ Catholic Primary School

## Mathematics Curriculum Statement

## Subject Leader – Claire Sharrock

## Maths in St Edmund’s and St Thomas’

Our vision is to create a meaningful, purposeful and strong positive relationship between our pupils and mathematics. Staff are motivated and encouraged to share their love of the subject with their children. Making children aware of ‘Maths in the Wider World’ is a priority of the 2022/2023 teaching year.

**Intent**

## Maths in Early Years in St Edmund’s and St Thomas’

Research shows toddlers engage spontaneously with maths during nearly half the time available for free play. Children are encouraged from an early age to develop a positive attitude to maths and not be afraid to make a mistake.

Children need our help to explore, experiment and discover. Repeating maths activities will develop their understanding of mathematical concepts. Children will begin to understand regular daily routines, like snack time and going-home time, and how to use numbers to describe things.

Staff in St Edmund’s and St Thomas’ encourage children to use numbers ‘in context’, using numbers in practice, not just in theory. This deepens their understanding. Children can then apply their knowledge and experiment. They can test their new understanding of maths by using numbers in context through the day in real-life situations.

Our children develop their own working theories by using numbers in everyday contexts. They learn to communicate these to others and over time remember mathematical concepts.

Maths is used for counting and quantities, but children need to develop the other ways numbers are used. For example, for measurements, putting things in order and understanding values.

Our staff will always look for meaningful maths opportunities to aid learning and progress over time, seizing opportunities to use maths content in all the other areas of learning.

In Nursery, pupils will look at the numbers 0-5 in great detail. They will use various representations and be immersed in the number for a length of time.

In reception, pupils follow the NCETM’s Mastering Number Program. This is aimed at strengthening the understanding of number, and fluency with number facts, among children in the first three years of mainstream school.

As their continuous provision, Reception staff use the White Rose Maths and other complementary resources to embed the idea of maths in the ‘wider world’.

Correct vocabulary and reasoning sentences are modelled consistently by all staff.

## Maths in KS1 in St Edmund’s and St Thomas’

In KS1, pupils continue to follow the NCETM’s Mastering Number Program. This is aimed at strengthening the understanding of number, and fluency with number facts, among children in the first three years of mainstream school. This is taught to all pupils, regardless of ability, 4 times a week.

In addition to this, KS1 follow the White Rose Maths Curriculum. The lessons follow a CPA approach – that is, beginning with a concrete, hands on approach to teaching… followed by pictorial representations… finishing with the abstract implementation of skills learned. All classrooms have access to concrete resources. The same pictorial representations are used from Reception all the way up to Year 6, so children become very familiar with them.

Pupils are taught their arithmetic skills independently of the WRM lesson. A weekly arithmetic test is completed in each KS1 class.

Children are encouraged to recognise that making mistakes and ‘getting thing wrong’ is part of the working of mathematics.

## Maths in KS2 in St Edmund’s and St Thomas’

## In KS2, pupils continue to follow the White Rose Maths curriculum for their daily maths lesson. In addition to this, the ‘Flashback 4’ and ‘True or False’ resources are used to help develop the pupils’ reasoning and fluency skills.

## In Year 4, children will sit the Multiplication Timestables Check. In preparation for this, children will use the Maths Frame app at home and in school. Tables will be taught in line with the curriculum and tested regularly.

**Why White Rose Maths?**

“White Rose Maths materials and training are created by our own specialist maths teachers, and we continually develop them in response to national requirements and the many schools, parents, carers and pupils who use them.”

We have used White Rose Maths since 2019, following a year working closely with the Maths Hub. The scheme is adaptable and consistently being reviewed to meet the requirements of the National Curriculum and Dfe. They have taken into account the ‘Ready To Progress Criteria’, and prioritise in alignment with the advice following the pandemic.

**Implementation**

**EYFS – Nursery –** Am and Pm session of number, using songs, stories and videos to bring to life

**EYFS – Reception –** Daily Mastering Number using NCETM resources; continuous provision using White Rose Maths

**KS1 –** Daily White Rose maths lesson (including 4 rules of number and recap of prior learning); 15 minutes Mastering Number intervention x4 days; arithmetic lesson

**KS2 -** Daily White Rose maths lesson (including 4 rules of number and recap of prior learning); arithmetic lesson. Flashback 4, True/False. Pupils use Accelerated Maths weekly to deepen their understanding of objectives secured. LKS2 pupils use Maths frame in school and at home to prepare them for the MTC in June.

**Vocabulary**

At St Edmund’s and St Thomas’, we understand the importance of using the correct, progressive mathematical language. We have created our own ‘Vocabulary Ladder’ which all staff were involved in. This is monitored and reviewed in staff meetings over the academic year. This is shared with parents via our website.

Staff model the use of ‘stem sentences’ daily in their lessons. The children are familiar with the ‘I say…, you say…, we say…’ style of teaching.

**Assessment**

In KS1 and KS2, maths is formally assessed termly using the Nfer tests. NFER Tests reflect the style and format of the national curriculum tests to help build pupils' familiarity with more formal assessment. The results of these tests are inputted into ITrack Primary and a monitoring and review system is acted upon. From these results, the lowest 20% of each cohort are identified. Following a provision meeting between subject lead, Senco and DHT, interventions are put in place and provision is mapped out for the year. This is reviewed termly.

Year 4 are assessed on their timetables using a baseline in September. For this, the Maths Frame Times Tables Check game is used. 25 questions on all of the tables, 6 seconds per questions. These scores are monitored throughout the year, with teacher intervention when deemed necessary. The formal assessment takes place in June.

KS2 children are assessed termly using Star Maths. These levels are used to support the Nfer results and teaching planning.

**Impact**

The teachers in St Edmund’s and St Thomas’ enjoy teaching mathematics. They are supported by the Maths lead and each other to explore new ways of engaging the pupils and keeping the maths alive. They understand the importance of a sequenced curriculum, and because of this, the pupils in our school make good progress in maths. Children enjoy their maths lessons and are beginning to refer to how we use maths in the wider world. These connections will be modelled, reinforced and imbedded as we move through the next school year.

In addition to this,

* Pupils will be equipped with the mathematical reasoning and understanding skills that will enable them to progress to and access the curriculum in the next key stage.
* The % of pupils meeting age related expectations within each year group will be at least in line with national averages.
* The % of pupils working at greater depth within each year group will be at least in line with national averages.
* There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged).
* Targeted interventions will positively impact on pupils’ progress, narrowing the gap.
* Pupils of all abilities will be able to succeed in all Mathematic lessons because work will be appropriately modelled and supported.
* Children will be independent learners, able to access the next stage of their education.
* Children will be secure with their understanding of the four rules of number
* Children will have a secure understanding and quick recall of the times tables
* Parents and carers will have a good understanding of how they can support maths at home.

Claire Sharrock

Maths Lead

June 2022