

St Wilfrid's Primary School

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.

To ensure previous year group concepts are revisited 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 scheme White Rose Maths 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 White Rose Maths, children are exposed to elements of fluency, reasoning and problem solving as the lessons are designed around these three mathematical elements. 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.

In EYFS the `Statutory Framework for the Early Years Foundation Stage` and the non-statutory guidance of `Development Matters` provides the long term planning in EYFS. To support further with their planning teachers have access to the White Rose Maths Early Years resources to support teachers with their lesson planning and provision available.

To allow teachers to design a creative and engaging curriculum, we also have access to the following to supplement White Rose Maths:

- Classroom Secrets
- Third Space Learning
- Power Maths
- NCETM.

Within lessons children will have access to concrete resources in order to help them embed and understand new knowledge. Children 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 St Wilfrid's 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. Children are encouraged to explain their thinking 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.

Multiplication facts are reviewed regularly to encourage children to be able to learn and recall multiplication and related division facts confidently. All children have access to Times Table Rockstar's to continually practise their multiplication and division facts.

Within the EYFS and KS1, children have access to Numbots to practise and learn their number facts. Within Year 2 children will begin to transition from using Numbots and moving onto focusing on multiplication and division facts on Times Table Rockstar's.

Both Numbots and Times Table Rockstar's can be accessed both at school and at home.

Within EYFS and KS1, children are part of 'Mastering Number' programme that is offered through the local Maths Hub. The children access daily session which focuses upon fluency and understanding of number.

Impact:

Teachers assess termly on the tracking system – iTrack. Teachers may wish to keep their own individual records to show how their class progress throughout the different strands in mathematics.

Teachers will also complete a progression document based on each 'block' within the White Rose Maths curriculum. This indicates next steps for learning. Where children are not making expected progress, interventions will be provided to support these children and recap learning will be built into class sessions through starters.

As St Wilfrid's follows a mathematics mastery approach it is expected that children will be supported to 'keep up' rather than 'catch up'. This will ensure that children achieve their end of year expectations.

Children will be able to recall their number facts across all operations which will allow children to store these in their long term memory- providing more space within their working memory for new taught concepts.