

# Maths Curriculum Statement



## Intent

Mathematics is important in everyday life. It is integral to all aspects of life and with this in mind we endeavour to ensure that children develop a healthy and enthusiastic attitude towards Mathematics that will stay with them to encourage economic wellbeing. Mathematics equips pupils with the uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem solving skills and the ability to think in abstract ways. At Yealmpton Primary School we all have a central belief - Everyone can do Maths!

The National Curriculum order for Mathematics describes what must be taught in each key stage. Our school follows the Mathematical programme of study 2014 which provides detailed guidance for the implementation of the National Curriculum for Mathematics. This ensures continuity and progression in the teaching of Mathematics. In the Foundation Stage, where Mathematics is defined as a specific area and divided into number and shape, space and measure, the children are engaged and challenged with age appropriate targets.

## Implementation

At Yealmpton we follow the scheme, resources and central teaching beliefs of Maths No Problem (MNP). Lessons and activities are designed to be taught using problem solving approaches, to encourage pupils' higher-level thinking. The focus is on working the pupils' core competencies, building on what they know to develop their relational understanding. Tasks and activities are designed to be easy for the pupils to enter while still containing challenging parts (low threshold high ceiling). The questions and examples are carefully varied by experts to encourage pupils to think about the maths. Rather than provide mechanical repetition, the examples are designed to deepen pupils' understanding and reveal misconceptions. In the lesson the teacher are encouraged to never say if something is right or wrong, the children must be the judge. When the teacher judges, children will stop being critical thinkers-judging and evaluating for themselves. Our philosophy is that children must believe that they are the ones judging the ideas in order for us to grow active learners and critical thinkers. The whole class works together on the same content at the same time, to ensure all children can master concepts before moving on, allowing no pupil to be left behind. Rapid graspers are challenged through enrichment not acceleration.

We also use the Mathsteasers which provide us with additional challenge. On every table there are manipulatives which encourage all children to follow the CPA approach in developing understanding through making / doing the maths, picturing the maths then writing the maths. We believe in visualisation not memorisation! In addition to Maths No Problem, we have a weekly session to develop fluency. We use Big Maths resources, Learn Its, TT Rockstars, Testbase and Twinkl arithmetic and number challenges to develop this. The Mastery Approach is introduced in KS1 using MNP in focus tasks and guided practice, and developed in KS2 using MNP resources, including mastery principles in the foundation stage. Fluency in number arithmetic is developed consistently across the school by all teachers and is an effective strategy in facilitating achievement for all.

## Impact

The school has a growth mindset philosophy and a belief that every child can 'do' Maths. Thus, groupings are fluid and not based around ability. We think this is an important message to all learners that we believe in every child and every child can be challenged on their own learning journey. Children learn best collaboratively so we feel this is important to promote in the classroom. Teachers ensure the needs of all learners are met. (Evidence in lesson observations, books, planning, talking to children etc.) They are able to adapt their teaching style and use of resources using the MNP structure. SEND, PP and GD children are being tracked and through Pupil Progress meeting teachers explain how their needs are being met. Mathematics contributes to many subjects and it is important children are given opportunities to apply and use Mathematics across the curriculum and in real contexts when possible. For example, each year business enterprise and money sessions are included in the curriculum. We endeavour at all times to set tasks that have high expectations for all, are challenging, motivating and encourages pupils to talk about what they have been doing as well as responding to written questions to develop their understanding as outlined in the school's marking policy.