

Maths Curriculum Statement



At Coleman, we recognise the importance of mathematics throughout each child's every day and future life. It enables children to understand relationships and patterns in both number and space in the world around them. It is essential to everyday life, critical to science, technology and engineering and necessary for financial literacy and most forms of employment. We intend to give each child the self-confidence and resilience to reach their full potential by ensuring that they have the tools to calculate fluently, reason logically, problem solve and think in abstract ways.

Intent

Our aim is that children at Coleman will:

- become confident, competent and independent mathematicians
- build a deep conceptual understanding of maths and its interrelated content so that they can apply their learning in different situations
- develop into **articulate** mathematicians who can discuss and explain their thinking using appropriate mathematical vocabulary
- become **resilient** and inquisitive learners – skills needed to become life-long mathematicians

As a school community, we aim to:

- instil the mind-set in every child and staff member that everyone can **flourish** in maths and that maths is for everyone

Implementation

Maths is taught daily using the Mastery approach and the White Rose framework to ensure we have full coverage of 2014 National Curriculum. We use the White Rose Maths schemes of learning, and a modified version of their resources in order to provide this comprehensive and sequential journey from Reception to Year Six. White Rose is based on a small steps approach that keeps all learners together. By using the resources across the school, we can ensure consistency of the mathematical concepts and comprehensive coverage of the curriculum. Teachers use the resources to plan lessons that are accessible to all children. This is achieved by including adaptations and manipulatives.

Our concrete, pictorial and abstract (CPA) approach to teaching and learning ensures that teachers combine all three elements within their practice, which supports pupils' understanding. Across each year group, fluency, reasoning and problem solving are threaded throughout each lesson. Pupils are encouraged to build upon previous learning, use mathematical vocabulary and their reasoning skills when answering questions, and they are challenged to extend their thinking through questioning. Mistakes are valuable and are used as opportunities to learn and build knowledge. We value depth rather than speed and want to encourage a life-long love of mathematics.

In the Foundation Stage, Mastering Number is used to develop automaticity and fluency with number facts, alongside White Rose activities for shape, space and measures. In Key Stage One, Mastering Number is used to supplement the full White Rose curriculum to continue to develop fluency in calculation and confidence and flexibility with number. This builds a solid foundation for starting Key Stage Two where the White Rose scheme is used in all year groups.

Impact

The impact of our maths curriculum is monitored regularly by subject leaders and senior leaders within school. Methods used include:

- Planning scrutinies
- Book trawls
- Pupil interviews
- Lesson observations and learning walks
- Regular pupil progress meetings

In addition to continuous assessment for learning, children's progress is tracked through half termly assessments and interventions are put in place to support those who need it. In addition, cross school moderation is carried out with the Development Group of local schools which ensures judgements made are consistent with local and national standards.

The number of children in KS1 and KS2 achieving expected and greater depth has increased over time. We are ambitious that the recent reinvigoration of maths teaching, and the training put in place to support staff in delivering it, will see these trends continue in the future. The maths curriculum remains a priority for the Senior Leadership Team and the Maths Leads.