

## Walkeringham Primary School Maths Curriculum Statement



### Intent:

At Walkeringham Primary School, we believe all children can achieve in mathematics. We teach the skills necessary so that children can select which mathematical approach is effective in different scenarios. We aim to deliver an inspiring and engaging mathematics curriculum through high quality teaching. We have implemented the power maths approach and have taken part in sessions with the maths hub.

This approach enables the children to be numerate, creative, independent, inquisitive, enquiring and confident. A mastery curriculum promotes a deep, long-term, secure and adaptable understanding of the subject, so that children are fluent at mathematics; possess a growing confidence to reason mathematically and the ability to apply maths to solve problems. We endeavour to ensure that children develop a positive and enthusiastic attitude towards mathematics that will stay with them throughout their lives.

The intention of the Maths curriculum at Walkeringham Primary School is for its pupils to become competent mathematicians. We develop children's enjoyment of maths and provide opportunities for children to build a conceptual understanding of maths before applying their knowledge to everyday problems and challenges. We provide challenge for all our children and provide them with the support they need to push boundaries and deepen their understanding further.

### Implementation:

At Walkeringham, we recognise that children need to be confident and fluent across each yearly objective. To ensure consistent coverage, teachers in each year group follow the power maths scheme of learning to support their planning. Teachers are also developing their understanding of mastery through the previous work carried out within the maths hub.

High quality resources are used in conjunction with White Rose, such as NRich and NCETM to support, stretch and challenge all children within the classroom. In addition, the school's calculation policy is used to ensure a coherent approach to teaching the operations across our school.

Our curriculum builds on the concrete, pictorial, abstract approach. By using all three, the children can explore and demonstrate their mathematical learning. Together, these elements help to cement knowledge so children truly understand what they have learnt.

All children when introduced to a new concept for the first time are encouraged to physically represent mathematical concepts. Objects and pictures are used to demonstrate and visualise abstract ideas, alongside numbers and symbols. Throughout Walkeringham Primary School you will see these three methods being used:

*Concrete* – children have the opportunity to use concrete objects and manipulatives to help them understand and explain what they are doing.

*Pictorial* – children then build on this concrete approach by using these pictorial representations, which can then be used to reason and solve problems.

*Abstract* – with the foundations firmly laid by using the concrete and pictorial methods the children can move onto an abstract approach using numbers and key concepts with confidence.

### **EYFS**

Teaching within EYFS is aiming to nurture all children as confident, capable mathematicians for the future. Teaching focuses on developing firm mathematical foundations in ways that are engaging and appropriate for their age. Daily opportunities are carefully planned, so that children can experience ‘hands on maths’ using real life resources.

### **Impact:**

Summative assessment takes place at the end of each unit and children’s progress and attainment are discussed by teachers and the head will Q and A this, in pupil progress meetings. Formative assessment takes place on a daily basis and teachers adjust planning accordingly to meet the needs of their class. In addition, we place a strong emphasis on the power of questioning: this enables us both to explore topics together as a class as well as verbally develop reasoning skills during our lessons. Leaders monitor the effectiveness of teaching frequently through lesson observations, book scrutinises and pupil interviews.