



MATHEMATICS CURRICULUM STATEMENT

Intent:

At Hockliffe Lower School we consider that mathematics is part of everyday life and work, both personally and in the wider world of commerce and industry. It is an essential skill for life that helps children make sense of the world. We believe that children should enjoy mathematics and be inspired to explore and investigate the wonders of mathematics around them.

In teaching mathematics we aim to develop in children

- A positive attitude towards mathematics
- An understanding of mathematics through the process of experience and enquiry
- Confidence in their ability to apply their mathematical skills and understanding both independently and in co-operation with others
- An ability to solve problems, reason, think logically and work systematically and accurately
- An ability to apply and use mathematics across the curriculum and in real life contexts
- An awareness of the importance of numeracy in their everyday lives within the classroom and beyond to the wider world.

The children will:

- Experience a balanced range of mathematical activities within Mathematics sessions as an integral part of the whole school curriculum.
- Have opportunities to develop basic mathematical skills, concepts, attitudes, and knowledge appropriate to the development of the child.
- Be set mathematical tasks which challenge them as individuals to make the best possible progress
- Have opportunities to acquire, practise and develop mathematical skills.
- Be helped to know by heart number facts such as number bonds, multiplication tables, doubles and halves and use these facts to figure out answers mentally
- Have opportunities to work in a variety of ways, class, group, individually, depending on the task
- Have access to practical tasks that will enable them to develop mathematical language.
- Be able to perform basic operations and apply them in a variety of situations.

Implementation of the Mathematics Curriculum and School Organisation:

The three main aims from the Primary National Curriculum for Mathematics are fluency, problem solving and reasoning. It is split into the following strands:

- Number
 - Number and Place Value
 - Calculations and Fractions
 - Decimals and percentages
- Measurement
- Geometry
- Statistics
- Ratio and Proportion
- Algebra

Hockliffe Lower School is using White Rose Long Term Planning as a framework for our medium-term mathematics plans. The White Rose materials are a spiral curriculum in which learning is built upon step by step, sequence by sequence, year on year to ensure progression and continuity. New mathematical concepts are introduced using a 'Concrete, Pictorial and Abstract' approach enabling children to experience hands-on learning when discovering new mathematical topics and allowing them to have clear models and images to aid their understanding.

Mathematics is planned and taught as a separate subject each morning during the week, with links made to topic work as appropriate. Mathematics teaching sequences in the White Rose Planning promotes whole class teaching rather than streaming or ability groups. However, in addition to direct

teaching to the whole class, teaching may take place as appropriate in small groups, on a 1:1 basis or by providing direct experiences in practical tasks through using a wide range of equipment and resources. All children are taught to use and apply thinking and reasoning skills to problem solving throughout the mathematics curriculum.

Early Years Foundation Stage

Children in the Early Years Foundation Stage will be taught mathematics skills in accordance with the Early Years Foundation Stage Curriculum using Early Years Staffroom planning based on White Rose Maths.

Inclusion

All pupils receive quality first mathematics teaching on a daily basis. Where pupils are identified as requiring targeted support to overcome potential barriers to learning in mathematics and enable them to work towards age appropriate objectives, teachers create individual intervention programmes. When pupils with SEND have further specific individual needs in mathematics these are specified on Individual SEND Support Plans or EHC plans.

Working with parents

Parents are encouraged to support their children's learning in mathematics at home. Mathematic based learning log homework is sent home every other week in KS1 and KS2. These can include games, problem solving activities and practising fluency skills. (See homework policy). Rocket Recall Mental Maths targets are sent home weekly/half termly to encourage children to develop their ability to recall maths facts instantly. EYFS children are set a weekly maths home learning activity. Meetings for parents to help them understand how to support their children with mathematics are held as part of Class introductory parents' sessions at the beginning of each year. Parents are also invited to take part in events/activities during Maths Week, Science Week and Creative Challenge Home Learning Activities

Impact:

As a result of the maths teaching at Hockliffe Lower School, you will see

- Engaged children who are all challenged
- Confident children who can talk about their Maths learning and the links between Mathematical topics
- Lessons that use a variety of resources to support learning
- Different representations of mathematical concepts
- Learning that is tracked and monitored to ensure all children make good progress.

Assessment, Recording and Reporting

Assessments are made in line with the school assessment policy. Teachers use ongoing assessment for learning in mathematics to ensure planning is based on prior attainment. Pupils are informed of their own targets for learning and supported to make progress towards them. Pupils are encouraged to review their progress towards targets through peer and self-assessment. Weekly learning targets in mathematics are shared with parents via a class information sheet which is uploaded to Google Classroom at the beginning of each week. Assessment is made at the conclusion of units of work through group task and marking of work. Half termly, teachers input the data gained from assessments for each child into Target Tracker; this is used to chart children's progress, analyse attainment and identify children's gaps in learning so future learning needs can be planned. Summative Assessment is used at the end of year 2 when children complete the National Curriculum end of Key Stage assessment tests. Marking is in line with the school marking policy.

Monitoring

Teaching and learning in Mathematics is monitored through class observations, learning walks, scrutiny of children's work and teacher planning and professional discussions with staff.

This statement will be reviewed as required but at least every two years