

Federation of Grewelthorpe and Fountains C of E Primary School

## Maths

### **Maths at the Federation of Grewelthorpe and Fountains CE Primary Schools**

*“A high-quality mathematics education provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.”* National Curriculum 2014

Mathematics is a creative and highly inter-connected discipline. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. The national curriculum for Mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, developing an argument, justification or proof using mathematical language.
- can solve problems by applying their mathematics in a variety of problems, breaking down problems into simpler steps and persevering in seeking solutions.

Our aim is to help all children develop a deep, long-term, sustainable and adaptable understanding of maths (teaching for mastery). Children are exposed to different ways of representing mathematical ideas, different ways of thinking about and solving problems and calculations, and are encouraged to explain their methods and reasoning to others.

#### **Our Intent**

Our Maths curriculum is ambitious and we have agreed essential knowledge and skills that our pupils need to know by the end of each year.

Reasoning and problem solving is embedded within Maths lessons.

Mathematical knowledge, skills and fluency are developed systematically over time using a carefully planned sequence of work units.

During reception children develop a strong knowledge of basic number. There are adult led sessions that are carefully supported by a range of practical play-based activities that embed their fluency in the use of number.

All children should experience success leading to enjoyment of the subject and a development of their curiosity.

Children who are not sufficiently fluent with material should consolidate their understanding through additional practice.

#### **Implementation**

Maths subject lead to set out essential knowledge and skills to be reviewed and agreed by all staff.

Mathematical concepts are explored in a variety of representations and problem-solving contexts to give all pupils a richer and deeper learning experience.

The large majority of children progress through the curriculum content at the same pace.

The school is rolling out the use of the DfE approved Power Maths scheme.

Frequent, carefully designed, practice and consolidation is timetabled to support fluency.

Continue the review of the EYFS curriculum to further embed systematic sequenced teaching for mastery using transferable ideas from the school's strength in phonics planning.

Teachers reinforce an expectation that all children are capable of achieving high standards in Mathematics.

All pupils are encouraged to use concrete objects and manipulatives initially to help them understand a concept and later on to show their deeper understanding and explain what they are doing.

Differentiation is achieved by emphasising deep knowledge through rich and sophisticated problems and through individual support e.g. adult, equipment or scaffolding.

Morning work or same day interventions.

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| <b>Policy:</b>                     | <b>Maths Policy</b> |
| <b>Signed Chair of Governors:</b>  | <b>R Bain</b>       |
| <b>Governors Meeting Ratified:</b> | <b>March 24</b>     |
| <b>Review Date:</b>                | <b>Spring 25</b>    |
| <b>Review schedule</b>             | <b>Annually</b>     |