

Bolham Primary School Mathematics Curriculum



Intent

At Bolham Primary School our intent for mathematics is to teach a rich, balanced and broad curriculum using maths to reason, problem solve and develop fluent conceptual understanding in each area. Governors are kept regularly informed of developments in our frequently reviewed maths assessments. Teachers are supported and aided in their roles ensuring confidence in the skills and facts they are required to teach. Lessons are child focused and maths is kept fun and current in school.

Our curriculum allows children to better make sense of the world around them relating the pattern between mathematics and everyday life. Our policies, resources and schemes support our vision 'Together we aspire, Together we achieve.'

The mapping of Mathematics across school shows clear progression in line with age related expectations. Pupils are challenged and have the opportunities to take ownership of their learning, choosing their own level of task whilst those who are identified as SEND or underachieving are supported completely, revisiting learning where needed.

Mathematics in our school is enhanced by our individual class working walls designed to aid children through each area of maths, through our Rising Stars assessments and planning, Abacus Framework and TT Rock stars competitions.

Implementation

At Bolham Primary we use Rising Stars in years 1-6, which has been developed to ensure that teachers cover the range of mathematical concepts and that opportunities are built in to revisit areas over the year. A long term plan, that is provided each year, ensures that teachers are following the teaching sequences to promote greater understanding for the children. Reinforcing previously learned concepts and building from that foundation. Teachers also have access to shared resources such as Abacus and White Rose Schemes of work to enhance the learning experience for the children.

Children are given opportunity to reason and solve problems regularly; learning is varied and allows for deep and secure understanding. Both greater depth and struggling learners are given small group, 1-2-1 and/or timetabled intervention in order to ensure every child is reaching their full mathematical potential. Monitoring is reviewed termly and target children are selected for further support. Parents are encouraged to be involved in our school mathematics implementation.

Teachers develop fluency through practicing key skills, repeating, reinforcing and revising which is all built in to formal planning across school. Children are given time to practise and perfect their calculation strategies including giving pupils opportunity to make appropriate decisions when estimating, calculating and evaluating the effectiveness of their chosen methods. Feedback including our whole school 'next steps' system is designed to ensure pupils are well informed and making visible progress. This also promotes quality marking where children are expected to respond. Children are encouraged to self-assess and teachers promote a 'Growth Mind-set' and a can do attitude towards mathematical learning and thinking.

Discussion is essential to our learning and task types are varied to suit different pupils and their learning preferences. Investigative tasks are designed to allow pupils to follow lines of enquiry and develop their own ideas, justifying and proving their answers. Children work both collaboratively and independently solving problems, which require them to persevere and develop resilience.

In the Early Years Foundation Stage (EYFS), we relate the mathematical aspects of the children's work to the Development Matters statements and the Early Learning Goals (ELG), as set out in the EYFS profile document. The Abacus Framework ensures that objectives are covered in early years. Small group activities provide children with stimulating mathematics delivered by both the teacher and teaching assistant. We continually observe and assess children and plan the next steps in their mathematical development.

There are opportunities for children to encounter Maths throughout the EYFS (both inside and outside) – through both planned activities and the self-selection of easily accessible quality maths resources. Whenever possible children's interests are used to support delivering the mathematics curriculum.

Impact

The impact of our mathematics curriculum is that children understand the relevance of what they are learning in relation to real world concepts. We foster an environment where Maths is fun and it is acceptable to be 'wrong' as the journey to finding an answer is equally important. Our children have a growth mind-set and they make measurable progress as shown by our in-school assessment, KS1 and KS2 data.

Our maths books have a range of activities showing evidence of fluency, reasoning and problem solving. Our feedback and interventions are supporting children to strive to be the best mathematicians they can be ensuring a greater proportion of children are on track.

Children develop skills in being articulate and are able to verbally, pictorially and in written form reason mathematics well.