



## **Balshaw Lane CPS**

### **Mathematics Curriculum Statement**

#### **INTENT**

The 2014 National Curriculum for Maths aims to ensure that all children:

- Become fluent in the fundamentals of Mathematics
- Are able to reason mathematically
- Can solve problems by applying their Mathematics

At Balshaw Lane CPS, these skills are embedded within daily Maths lessons and developed consistently through the year groups.

Our aims are to give children:

- A positive attitude towards mathematics and an awareness and fascination of the subject;
- Competence and confidence in mathematical knowledge, concepts and skills;
- An ability to solve problems, to reason, to think logically and to work systematically and accurately;
- Initiative and an ability to work both independently and in cooperation with others.
- An ability to communicate in mathematics;
- An ability to use and apply maths across the curriculum and in real life;
- An understanding of maths through a process of enquiry and experiment;
- Life-long enthusiasm for and confidence in maths.

#### **IMPLEMENTATION**

The content and principles underpinning the Maths curriculum at Balshaw Lane find their basis in the 2014 National Curriculum for Maths.

In delivering the mathematics curriculum, the following points are considered:

- Teachers reinforce an expectation that all children are capable of achieving high standards in Mathematics.
- The majority of children within a year group progress through the curriculum content at the same pace.
- Differentiation is achieved by emphasising deep knowledge and through individualised support and intervention.
- Teaching is underpinned by methodical curriculum design and supported by lessons and resources designed to foster deep conceptual and procedural knowledge.



- Practice and consolidation play a central role. Variation between question types builds fluency and understanding of underlying mathematical concepts.
- Teachers use precise questioning in class to check children's understanding and assess children to identify those requiring intervention.

In the EYFS, maths is taught based on the objectives set out in the Development Matters guidance using the Maths No Problem scheme. The scheme includes the use of picture books with mathematically rich images which allow teachers to encourage talk between the children around a variety of mathematical concepts. In the Early Years Foundation Stage, maths is underpinned by the Characteristics of Effective Learning (Playing and Exploring, Critical Thinking and Creating and Active Learning). Child-initiated learning opportunities are cross-curricular and children experience a wide range of open-ended problems and resources, both indoors and out.

To ensure consistency and progression between year groups, and to support children in achieving high standards, Balshaw Lane uses the 'Maths No Problem' scheme of work throughout KS1 and KS2. The DfE's expert panel judged that this scheme and the related resources met the core criteria for a high-quality textbook to support teaching for mastery. In some cases, children may access work from the Maths No Problem scheme at a different year group to their age, or may work on mathematics tasks without following the scheme. Decisions about these individual cases are made by members of the senior leadership following discussion with class teachers and the maths coordinator, and are made in order to allow each child to work at a level which is appropriate to their needs and which will enable them to make progress. Parents of children are kept informed about decisions regarding their child's level of work.

In the Maths No Problem scheme of work, new concepts are shared within the context of an initial problem, which children are able to discuss and feedback on. This initial problem-solving activity prompts discussion and reasoning, as well as promoting an awareness of maths in real-life contexts that link to other areas of learning. In KS1, these problems are almost always presented with objects (concrete manipulatives) for children to use. Children may also use manipulatives in KS2. Teachers use careful questions to draw out children's discussions and their reasoning. The class teacher then leads children through strategies for solving the problem, including those already discussed. Independent work provides the means for all children to develop their fluency further, before progressing to more complex related problems. Mathematical topics are taught in blocks, to enable the achievement of 'mastery' over time.

Mathematical knowledge is applied and skills reinforced whenever relevant in other curriculum areas.



## IMPACT

Balshaw Lane has a supportive ethos and our approaches to Mathematics teaching, as in other curriculum areas, support the children in developing their collaborative and independent skills. Opportunities for collaborative work, alongside high expectations, allow all children to experience challenge and success in Mathematics. Regular and ongoing assessment informs teaching, as well as intervention, to support and enable the success of each child. These factors ensure that we are able to maintain high standards.

We monitor the impact of this subject through:

- Learning walks and lesson drop ins
- Regular oral and written feedback to staff
- Pupil interviews
- Book looks
- End of year optional testing in each year group

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