DARWEN
ST JAMES









Maths

Nurturing ambition through a living faith in English at Darwen St James' is...

Nurture

At Darwen St James' CE Primary Academy, we believe that every child can achieve great things. We set high expectations for all our pupils, and we work hard to ensure they meet them. We believe that Mathematics is a key life skill and that it is our role, through the Mathematics curriculum, to help children make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems. We aim to promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion.

Ambition

As a school, we aim to ensure children have a positive attitude to Mathematics as an interesting and valuable subject. We want to promote confidence in Mathematics by equipping the children with the confidence to ask and answer questions, openly share work and learn from their mistakes. Children are encouraged to express their ideas fluently and be able to explain their thinking, methods and reasoning using mathematical language. They are encouraged to become independent learners and use their knowledge, concepts and skills to solve problems logically and systematically. Through our 'Aim High Day', the children are able to experience different roles within the community in order to inspire them to become more ambitious in their education and future goals, whilst gaining an awareness of the relevance of Mathematics in the real world.

Faith

To ensure children have a successful attitude to their learning and ability, we have chosen five whole school values (Perseverance, Courage, Hope, Love and Friendship) and we adopt a Growth Mindset approach throughout school, including through our Mathematics curriculum. Growth Mindset describes the underlying beliefs people have about learning and intelligence. We also develop children's Growth Mindset within Mathematics by setting activities which include team work, challenges, risk taking and perseverance.

Citizens

Through our Mathematics curriculum, we want to provide our pupils with real-life contexts which engage their curiosity and make them want to use Mathematics to explore patterns and formulate ideas about the world. We aim to equip them with the necessary skills which are needed in everyday life and will allow them to play an active role as citizens.

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Curriculum Intent, Implementation & Impact Statement

Intent

To recognise the importance of mathematical skills in everyday life.

- To ensure all children are excited about Maths and are challenged, whatever their understanding.
- To develop resilience that enables all children to reason and problem solve with increased confidence.
- To deliver an inspiring and engaging curriculum through high quality teaching which is well planned and meets the needs of all our children.
- To ensure new mathematical concepts are introduced using a 'Concrete, Pictorial and Abstract' approach. ● To enable all children to experience hands-on learning when discovering new mathematical topics and allow them to have clear models and images to aid their understanding.
- To provide opportunities for children to build a conceptual understanding of Maths before applying their knowledge to everyday problems and challenges.
- To ensure children become fluent in calculations, possess a growing confidence to reason mathematically and develop their problem-solving skills.

Implementation

- Maths will be taught daily as a discrete subject. In Key Stage 1, lessons last between 45-60 minutes and in Key Stage 2 they are one hour. EYFS will be taught through the framework and continuous provision. ● In EYFS, Reception and Pre School have five taught sessions per week following White Rose Maths supplemented with Mastering Number resources where needed. Nursery class focuses on the three prime areas of learning and maths is covered within this.
- The school will follow White Rose Maths, which is a mastery scheme of learning based on the National Curriculum.
- Children will be provided with opportunities to develop their mathematical fluency, both in number and times tables. Fluency Bee will be used in Years 1 to 2 and a separate arithmetic lesson will take place in Years 5 and 6.
- Teachers will have good subject knowledge and will be supported to maintain and improve this knowledge through training, observing best practice and undertaking relevant research.
- The Maths subject leader will provide colleagues with support for planning, resourcing and teaching.
- The Maths subject leader will take part in regular Network meetings and training to keep abreast of any updates, changes or developments in their subjects and disseminate them to staff.
- The Maths subject leader will drive their subject forward through analysis of assessment, regular monitoring, feedback from staff and pupils and personal research.
- Learning will be child led and teachers will facilitate.
- Learning will be accessible for all through teacher knowledge and understanding of the needs of the children in their class.
- Interventions will take place where needed.
- Children will be assessed using NFER Progress tests termly and at the end of the year to track their progress against Age Related Expectations.
- Key mathematical language and vocabulary will be used repetitively in all Maths lessons.
- Working walls will be used to reflect the learning taking place.
- Times Tables Rock Stars will be used to enthuse the children in learning times tables.
- A Growth Mindset approach will be used consistently across all Maths lessons.
- Links to other subjects will be made wherever possible, for example Science, Geography, History and DT.

Impact

- Children will show confidence in believing that they can achieve.
- Each child will achieve objectives (expected standard) for year group.
- Children will demonstrate a flexibility and fluidity to move between different contexts and representations of maths.
- Children with SEND will achieve the best possible outcomes and are monitored through Governors and in school.
- Mathematical concepts will be mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas and can independently apply the concept to new problems in unfamiliar situations.
- Children will be assessed using NFER Progress tests termly and at the end of the year to track their progress against Age Related Expectations.
- Assessments will be used to update children's progress in the key mathematical skills on Target Tracker.
- The impact of our Maths curriculum is evaluated through ongoing assessments and Government tests; through Governor meetings; visits and through our own monitoring of teaching, learning and pupil voice.
- Progress in Maths will be reported to parents and governors.

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