MATHS

We aim to provide a fantastic maths education - teaching children the essential skills and knowledge to develop their deep understanding of this subject and to create a curiosity, enthusiasm and love for maths.

"Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore 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." (The New national curriculum in England framework document, July 2013)

The National Curriculum for mathematics aims to ensure that all children:

- Become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that children have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately
- **Reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- Can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

At St Andrew's we want all children to be able to see mathematics as an interconnected subject and be able to make connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. We want our children to apply their mathematical knowledge to science and other subjects.

The expectation in the National Curriculum is that the majority of children will move through the programmes of study at broadly the same pace. However, decisions about when to progress will always be based on the security of children's' understanding and their readiness to progress to the next stage. Children who grasp concepts rapidly are challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material consolidate their understanding, including, through additional practice, before moving on.

At St Andrew's teachers from year 1 to year 6 are using detailed Schemes of Learning published by the White Rose Maths Hub to plan challenging and interesting maths lessons, that develop reasoning and problem solving as well as fluency.

The year group schemes of work support 'Teaching for Mastery' and can be viewed here.