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| Maths Intention at St Ignatius  *‘Pure mathematics is, in its way, the poetry of logical ideas.’* Albert Einstein |  |
| “I want all children to have the best education they can and mathematics is a fundamental part of that. It is essential for everyday life and understanding of our world. Too many pupils do not fulfill their potential and those, who get off to a poor mathematical start or fall behind in their learning, never catch up.” (Sir Michael Wilshaw, 2012) | |
| **Intent**  Why do we teach this? Why do we teach it in the way we do?  Mathematics is an important creative discipline that helps us to understand and change the world. We want all pupils at St Ignatius Catholic Primary School to experience the beauty, power and enjoyment of mathematics and develop a sense of curiosity about the subject with a clear understanding.  At St Ignatius Catholic Primary School we foster positive can do attitudes and we promote the fact that ‘We can all do Maths!’ We believe all children can achieve in mathematics and teach for secure and deep understanding of mathematical concepts through manageable steps.  We use mistakes and misconceptions as an essential part of learning and provide challenge through rich and sophisticated problems. At our school, the majority of children will be taught the content from their year group only.  They will spend time becoming true masters of content, applying and being creative with new knowledge in multiple ways. We aim for all pupils to:   * Become fluent in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. * Be able to solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios * Reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language. * Have an appreciation of number and number operations, which enable mental calculations and written procedures to be performed efficiently, fluently and accurately to be successful in mathematics.   **Implementation**  What do we teach? What does this look like?  **Early Years**  As soon as children start in our Nursery, we begin the teaching of unitising and start to develop children’s love of Maths by modeling counting and encouraging children to explore a range of Maths activities as part of their daily routine and this continued in reception. Unitising and counting in 1s is introduced using the White Rose Maths Scheme of Learning and there is at least 1 Maths activity session a day.  **Key Stage One & Two**  Our whole curriculum is shaped by our school vision, which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.  Maths Lesson: Unit planning based on White Rose Maths Scheme of Work and manageable steps (Target Tracker Statements and the National Curriculum). Children are taught Mathematics for approximately 1 hour daily. Support is determined during each lesson to ensure secure understanding based on the needs of the child. Challenge is visible throughout the whole session, where children are asked to reason and prove their understanding at a deeper secure level.  Lesson Design:   1. Date and LO 2. Hook discussion or question that relates the Maths focus to the real world. 3. My Turn, Our Turn, Your Turn (multiple questions that also include True/False, Spot the Error, Sometimes, Always or Never True) 4. Independent Task 5. Self assessment and discussion of answers (KS2 are encouraged to self asses)   Teachers are encouraged to use ‘Mini Maths’ sessions to immediately tackle misconceptions and consolidate learning if not understood in the morning teaching session. Teachers are encouraged to complete at least 2 Multiplication booster sessions each week for practicing timestables.  **Impact**    What will this look like?  By the end of KS2 we aim for children to be fluent in the fundamentals of mathematics with a conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. They should have the skills to solve problems by applying their mathematics to a variety of situations with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios. Children will be able to reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.    **Working Wall**  Displays in all subjects are draw on Maths through the curriculum and support the acquisition of maths skills and number. The Maths working wall makes clear the connection between maths outcomes in our books and the current unit of study. It is constantly evolving to suit the needs for each unit.  **Assessment**  **Formative:**  AFL is used within each lesson to establish next steps for pupils.  Mini Whiteboard work is a consistent resource in the Our Turn, Your Turn part of the lesson.  In KS2 teachers will record children’s progress in the back of their Maths books.  **Summative:**  All children in EYFS undergo baseline assessment for Maths skills.  A whole school approach to assessment and recording is used- Target Tracker. Teachers will also keep their own records of achievement in Maths and to track Maths at home using ready available resources, such as Timestables Rock stars and Sumdog. Summative assessment is completed termly with Year 2 and Year 6 sitting their SATs in the summer term. | |