

Our vision and principles for Mathematics



“ I have come in order that you might have life – life in all its fullness,”

John 10:10

Our Vision and Mission

St. Peter's CE Primary School has been at the heart of the community for over 200 years and continues to play an important role in the lives of children and their families in Heysham. Our vision is to see our children go out into the world with the skills and confidence to succeed and the love, compassion and advocacy to make a positive impact on the world around them.

It is our aim to enable every member of our school family to flourish and live *life in all its fullness* by:

- Teaching a broad and balanced curriculum
- Holistically nurturing and developing our children
- Helping those in need through loving service
- Confronting injustice in our world
- Caring for creation

In order to achieve this, we will continually ask ourselves:

- What is the source of our fullness?
- What will I be like if I am flourishing?
- What will we be like as a community, and how will we affect those around us, if we are flourishing?



What do we want children to learn? How will we see our pupils flourishing in their maths lessons?

Our school vision is based on John 10:10, 'I have come in order that you should have life, life in all its fullness,' and our vision in Maths is profoundly intertwined.

St Peter's recognises that maths is both a key skill within school, and a life skill to be utilised through everyday experiences. We want our children to leave us as confident, skilled, and resilient mathematicians and understand that mathematics is a fundamental part of everyday life. We aim to create curiosity around the subject and give all children a sense of achievement.

We will see our pupils flourishing through the observations of:

- A positive attitude towards maths and an awareness of the relevance of maths in the real world.
- A process of enquiry and experiment.
- An ability to solve problems and think logically in order to work systematically and accurately.
- An ability to work both independently and in cooperation with others.
- Competence and confidence in pupils' maths knowledge, concepts, and skills.

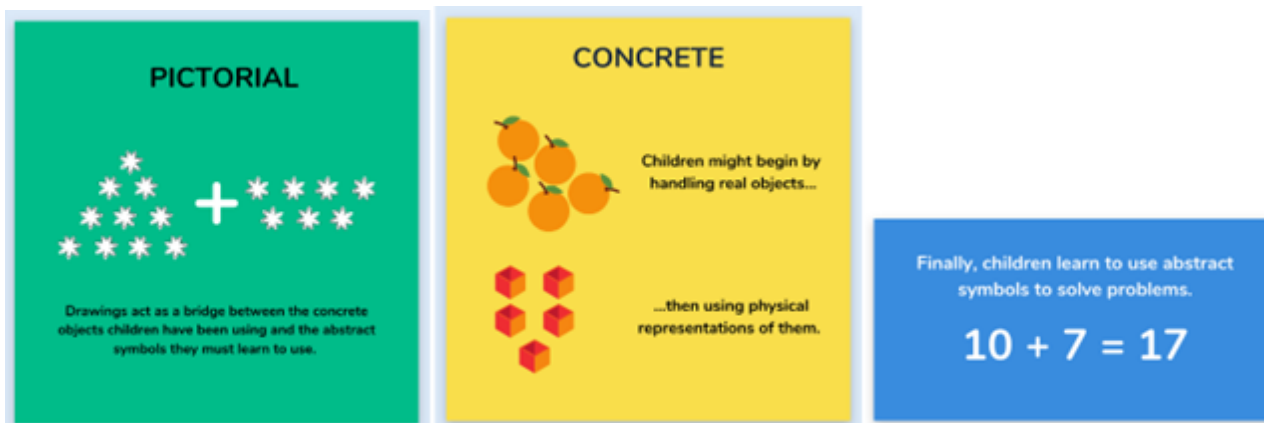
How do we teach our Maths Curriculum – what does Maths look like at St Peter's?

At St Peter's, we follow the National Curriculum for maths, and we use White Rose Maths to support the planning and delivery of the maths objectives in Key Stage 1 & 2.

White Rose Maths is a research-based scheme of learning, which has been expertly designed to support a mastery* approach to teaching and learning. Used by 80% of schools in England, it is consistent with the aims and objectives of the National Curriculum.

*A mathematical concept or skill has been mastered when, through exploration, practise and application, a child can represent it in multiple ways and can apply it to a new problem. This mastery style of teaching underpins everything the children learn within maths lessons, using different representations, manipulatives, and reasoning problems.

Pupils are exposed to fluency through the concrete, pictorial and abstract approach so that they understand maths concepts fully.



We recognise the importance of establishing a secure foundation in mental calculation and recall of number facts before, and alongside, standard written methods are introduced. To supplement White Rose Maths, we practice and assess arithmetic on a weekly basis. Children also have regular access to Times Table Rock Stars, which is a programme to boost their fluency and recall in multiplication and division.

Wherever possible, the maths curriculum will provide opportunities to establish links with other curriculum areas. Spelling tests in English should include spellings of key mathematical terminology and mathematical vocabulary should be used when applicable. Pupils' data collection and analysis skills can be further developed through the conduction of physical experiments in science, using units of measurement, calculating averages and interpreting results. Pupils should record their finding using charts, tables, and graphs. Data analysis, pattern seeking and problem-solving skills should also be developed through the teaching of Geography while pupils' understanding of time and measurements of time can be developed through discussions of historical events in History. Technology can also be used to record findings, data, and tables.

Early Years and Foundation Stage

At St. Peter's, we believe in 'active learning' and use a variety of practical and 'hands on' activities to help our children secure their knowledge and understanding of mathematical concepts. We are passionate about children learning and using mathematical vocabulary, so that they can describe, explain, and give reasons when talking about mathematics.

We ensure the provision, both indoors and outdoors, is full of mathematical opportunities and has exciting things for children to explore, sort, compare, count, calculate and describe. We want them to be independent learners as well as confident, creative, critical thinkers who can solve problems and show real tenacity and determination using maths in everyday situations.

There are two parts to Mathematics in the Early Years Foundation Stage Curriculum. Children are targeted to achieve the Early Learning Goal by the end of the academic year, as this best prepares them for Year 1. The two parts of the Curriculum are 'Number' and 'Number Patterns'.

How do we know what children have learnt? How do we know learning has 'stuck'?

Formative assessment is used throughout the year to monitor children's understanding of mathematical concepts on a day-to-day basis, and address misconceptions immediately. This type of assessment will inform a teacher's immediate lesson plans. Throughout the year, teachers will plan on-going formative assessment opportunities to gauge whether pupils have achieved the key learning objectives. This can include:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Pupils' self-evaluation of their work
- Classroom quizzes
- Termly Summative assessments to measure progress and attainment. Children in KS1 and KS2 will take formal tests at three stages of the year: Autumn 2, Spring 2 and Summer 2. Children in Y6 will take their KS2 SATS in Summer 1.

The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage.'

Maths data throughout the school will be monitored by the maths lead and SLT and used to inform future areas for development to drive progress in the subject.