



Join the faith and learning journey



St Antony's RC Primary School

Maths Policy 2022

Mission Statement

St. Antony's School is part of the Roman Catholic community of the Holy Family, where Jesus Christ is our inspiration as we raise standards and aspirations for all of our children.

INCLUSION STATEMENT

In this school, we are educating our children to:

- know who they are - a special and unique gift from God
- know why they are here - we all have a purpose and responsibility to look after God's world
- work hard and aim high for their future- find and use their God given talents to be what God intended them to be.

We are a Catholic community, in a modern society, where everyone is equal. The most loving and merciful Jesus Christ is our role model, and He welcomed everyone. All children are welcome in our school, and they and their families become part of our St. Antony's family. We will love and nurture them, and do our best to help them, on their faith and learning journeys, to become what God wants them to be.

Adopted by Governors:(signed on hard copy)

Date:

Review date:.....

POLICY INTENT

The intent of our Mathematics curriculum is to design a curriculum, which is accessible to all and will maximise the development of every child's ability and academic achievement. We deliver lessons that are creative and engaging. We want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. We intend for our pupils to be able to apply their mathematical knowledge to Science and other subjects. We want children to realise that mathematics has been developed over centuries, providing the solution to some of history's most intriguing problems. We want them to know that it is essential to everyday life, critical to Science, technology and engineering, and necessary for financial literacy and most forms of employment. As our pupils progress, we intend for our pupils to be able to understand the world, have the ability to reason mathematically, have an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Our curriculum is also designed, in line with NC14, to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply 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.

IMPLEMENTATION OF THIS POLICY

Statutory Requirements

At St. Antony's, our Maths curriculum supports us in reinforcing the expectations of the Religious Education Curriculum Directory (3-19) and ensures that we are teaching the requirements of the National Curriculum 2014.

We use topic plans devised by White Rose Maths. We have chosen this suite of topic plans purposefully as we believe they meet the needs of our children in a number of ways.

Firstly, and most importantly, it affords many opportunities to teach our children the Catholic social traditions of:

Community and Participation
Rights and Responsibilities
The Dignity of Work

In addition, the scheme allows us to cover all aspects of NC14.

We chose White Rose Maths for the following reasons:

- It is progressive and supports a whole-school approach to presenting learning. This allows our children to build on their learning throughout and across the years, leading to long-term changes to memory and the ability to apply this learning to different contexts.
- The presentation of the teaching slides are clear and not overpowering. This is visually appealing and supportive for all learners but especially those with EAL/SEND. Having high levels of EAL and SEND, and a significant number of children who enter school with a language deficit, it is essential that we offer our children the opportunity to become immersed in key language.
- The interactive resources engage learners and support whole-class learning.
- It encourages the use of practical equipment, models and images.
- The structure of each unit gives all children the chance to use higher-order skills such as reasoning, classifying, investigating, justifying, not just those who are more-able.
- There is the opportunity for intelligent practice.
- Activities are varied and engaging.
- It also allows them to develop the essential skill of reading within a context and then the opportunity to practise this skill across the curriculum
- The resources available to all staff are detailed and comprehensive, thus supporting teacher and TA subject knowledge.

Furthermore, the White Rose Maths Scheme is adaptable meaning that although they give a very sound structure, we can amend them to meet the needs of our children and afford them greater opportunity to apply their learning to a range of contexts. We therefore supplement each unit with tasks taken from resources such as Testbase. In addition, we use a progressive times tables programme called Times Tables Rock Stars (TTRS) to ensure children develop age-appropriate rapid recall of multiplication and division facts. Mathematics development is further supported through the use of Mathletics and Numbots at home.

MEASURING THE IMPACT OF OUR POLICY

Summative assessments take place throughout the year and teachers record the progress and attainment against the National Curriculum expectations of attainment. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed on a termly basis to inform and address any trends or gaps in attainment.

Staff combine their own assessments as well as the termly test results (PUMA standardised tests) to ascertain how they are progressing in line with year group expectations/ previous attainment. This process does not create excessive teacher workload as assessments are collected once a term. The test analysis system allows subject leaders to access subject-specific data, analyse trends and then act to enhance provision.

Further information is gathered through pupil questionnaires; highlighting strengths and achievement and any improvements, knowledge and skills that still need to be embedded.

Final end of year assessments are made using assessment criteria that has been developed in line with the national curriculum and Target Tracker. Thus identifying the level in which the child is working.

EYFS

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind;
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly;
- partnership working between practitioners and with parents and/or carers;
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:

- the areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings;
- the early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five);
- assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers).

The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare.

Overarching principles

Four guiding principles should shape practice in early years settings. These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through positive relationships;
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates.

The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

There are seven areas of learning and development that must shape educational programmes in Early Years settings. All areas of learning and development are important and inter-connected. Three areas are particularly important for building a foundation for igniting children's

curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:

- Communication And Language
- Physical Development
- Personal, Social And Emotional Development

The curriculum at St. Anne's also supports children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding The World
- Expressive Arts And Design

When planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust our practice appropriately. Three characteristics of effective teaching and learning are:

- Playing And Exploring - children investigate and experience things, and 'have a go'
- Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating And Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Our EYFS Curriculum

- is at the heart of our learning journey approach;
- is distinctive, innovative and strategically planned ;
- is reviewed in the light of national developments, new thinking and research and development;
- includes a balance of child-led and adult-led learning within a child centred approach;
- includes a daily high quality phonics provision to ensure a firm foundation for early reading and writing;
- introduces challenging, engaging and real life problems with the involvement of the local community and environment;
- ensures resources and apparatus are available to support learning at every stage of development and every area of the EYFS curriculum.

CURRICULUM IMPACT

We measure the impact of our curriculum in many ways:

- the spiritual and moral development of our children
- the wellbeing and conduct of our children
- talking to our children about their development and learning
- evaluating the development and learning provided through looking at lessons and pupils' work
- progress on IEP targets for children with SEND
- academic standards (data analysis at SLT, subject leader and class teacher levels)

We will know that our Mathematics curriculum has been successful in its intent when children leave our school having met its aims of being fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time. Pupils will have a good conceptual understanding and the ability to recall and apply knowledge

rapidly and accurately. They will be skilful mathematicians, ready to continue their development into Key Stage 3.

We also recognise that we may not see the full fruits of our curriculum whilst our children are with us. However, we strive to provide a curriculum that will set them on a path to fulfilling their God-given potential and *living life to the full*. As our mission statement proclaims, "Join us on our faith and learning journey". All evaluation of curriculum impact will return to this mission so that we can celebrate what we do well and enhance provision further.

Reviewed by D. Hall - Spring 2022
This policy will be reviewed every two years.