



Glen Hills Primary School

Mathematics

Statement of Intent

Intent

The intentions of the Mathematics curriculum at Glen Hills are as follows:

- To encourage all children to see Maths as a subject that they enjoy and can achieve in.
- To give each pupil a chance to believe in themselves as mathematicians and develop the power of resilience and perseverance when faced with mathematical challenges.
- To show that Maths is an essential part of everyday life and to relate the topics the children are learning to real life whenever possible. This will help to ensure that the children see the relevance of what they are learning.
- To encourage the children to develop their own mental strategies for solving problems and to be confident in this area. Rapid recall of number bonds and tables facts is an essential tool for many mathematical tasks and we aim for our children to be able to achieve this.
- To show that communication is an important element of mathematical understanding. Children will be given as many opportunities as possible to describe, predict and explain using mathematical language and ideas.
- Whenever possible links will be made with other subjects to encourage awareness of how mathematics pervades all elements of our lives and to prevent it being viewed in isolation
- Links will also be made with other cultures and periods of history so that the children become aware of Maths being studied over time and across the world.

Implementation

The implementation of the Maths Curriculum is done in the following ways:

- At Glen Hills, we follow the National Curriculum and our lessons are organised into blocks covering specific topic areas within that. Fluency, Problem Solving and Reasoning are all taught throughout each block.
- All pupils have access to the Maths Curriculum regardless of ability, race, gender, cultural background or any physical or sensory disability in line with the DDA 2005. Please see the Maths Policy for further details.
- All children will have access to a daily Mathematics lesson. This lesson may vary in length but will usually last for 45-50 minutes in key stage one and 50-70 minutes at key stage two. Children in Foundation stage will have daily maths sessions in half class groups which will last for up to 30 minutes by the summer term.
- Maths will also be used wherever possible in other subjects so that the children can develop and apply their mathematical skills, eg the use of timelines in history and measuring in science.
- During the daily maths lesson there will be a mixture of whole class teaching, group work and independent practise.

- All lessons will include an element of retrieval of prior learning. This may be from the previous day or an earlier topic. This retrieval practice is a key part of Mathematics teaching and ensures that pupils retain the knowledge and skills they learned in earlier lessons.
- All staff follow the school's calculation policy which ensures a consistency of approach to the methods taught. There are also progression maps for each area of Maths so that previous learning can be checked and next steps implemented.
- We do not use any set scheme but staff will use a wide range of resources to deliver the curriculum including White Rose, NCETM and commercial suppliers. The recently published Mathematical Guidance for Key Stages 1 and 2 is also used to ensure that those elements of Maths which are especially important are covered in sufficient depth.
- Staff subject knowledge is kept up to date by regular inset sessions delivered by the coordinator. The school also has access to termly updates from Maths Specialist which ensures that the coordinator's knowledge is also maintained. The Maths coordinators from all of the Symphony Learning Trust schools meet on a termly basis to share knowledge and expertise.
- It is our aim for all children to be able to achieve at least the expected standard for their age group. Where children fall behind this expectation, we will provide extra support as necessary. This may be by the use of concrete apparatus, a more scaffolded activity or extra support from an adult within the lesson.
- Children with special educational needs who are working at a level outside the expectations for their year group may have their own specific lesson objectives.
- All children will be challenged during Mathematics lessons. Those children who demonstrate a secure understanding of the lesson objectives will be challenged by deeper tasks and problems to develop their understanding further. In Years 5 and 6, the children are offered the chance to take part in the Primary Maths Challenge which is run by the Mathematical Association. This gives those children the chance to develop their reasoning and problem solving skills further and to compete against other children nationally.

Impact

The impact of the teaching of Maths at Glen Hills will be seen in the following ways:

- Our pupils demonstrate an enjoyment and confidence in Maths.
- Pupils become fluent in the recall of number bonds and tables facts and use these to solve routine and non -routine problems.
- Pupils are able to use a range of formal calculation methods and understand when the use of these is appropriate.
- Pupils are able to make links between different areas of Maths and the wider curriculum. They are able to discuss their work and apply reasoning skills to a range of problems and investigations.
- All pupils make progress through the curriculum. This is assessed by teachers on a daily or weekly basis, by the use of formal end of term assessments and by the national Sats tests for years 2 and 6.
- The impact and effectiveness of the Maths Curriculum is monitored by the senior management of the school through lesson observations, book scrutinies as well as

looking at end of term test data. The governing body also make an annual monitoring visit to look at the teaching of Maths throughout the school.

