


Mathematics at Stapeley Broad Lane C of E Primary School

Intent	 <p><i>“Guided by faith, nurturing hearts and minds”</i></p>	Why? and How?
	<p>In line with the 2014 National Curriculum for Mathematics, our aim is to ensure that all children become fluent in the fundamentals of mathematics, are able to reason mathematically and can solve problems by applying their understanding. We aim to ensure that children are able to recognise the importance of mathematics in the wider world and that they are able to use their mathematical knowledge and skills confidently in a range of different contexts. We want children to enjoy mathematics and are committed to developing children’s curiosity about the subject, as well as an appreciation of the beauty and power of mathematics.</p>	
Implementation	How we teach Mathematics	
	<p>We teach a daily, discrete maths lesson where the fundamentals of maths, reasoning and problem solving are developed consistently over time. The school uses the framework set out by the White Rose scheme. The units within this scheme, support teachers to ensure that children are learning at an age-appropriate level. There is a central focus on opportunities for mastery (deepening understanding through application) and the children are constantly building on their existing knowledge and understanding. Our calculations policy encourages the use of manipulatives as concrete tools, before moving to pictorial representations and finally the abstract, once children are ready. Teachers use carefully crafted questions to draw out pupils’ reasoning and allow time for group and independent work. Children are encouraged to develop their fluency further, before progressing to more complex problems. Pupils who grasp concepts swiftly are offered rich and sophisticated problems as well as multi-step investigative tasks. TT Rock Stars and Numbots support the development and swift recall of number facts.</p>	
Impact	How we monitor standards and the Impact of our Mathematics curriculum	
	<p>The Subject Leader monitors the effectiveness of the mathematics teaching provided throughout the year through book scrutiny, learning walks, planning scrutiny and pupil interviews. Regular and ongoing formative checks are made during the lesson to ensure that pupils are developing their understanding of new concepts. Each term, teachers make an overall judgement of the children’s attainment against the taught content. Children also undertake a termly NFER standardised test. The results of both the test and teacher assessment are recorded on our assessment tracker.</p>	