

Curriculum Intent

Maths is taught daily in school, in all classes. We believe maths should be fun, exciting and challenging. We know maths can be tricky, but we work hard to build resilience and a love of maths in all classes. At the heart of maths is problem solving, and so applying maths to real-life contexts helps the children to understand what maths is and why we use it.

From Early Years to Year 6, we understand the importance of using manipulatives (or objects) to aid our maths understanding. All classes have a designated maths area and a maths Learning Wall. From an early age, we encourage children to make choices about what they will use to help them with their maths.

As children progress through the school, we encourage jottings as a useful maths tool. Although we have a calculation policy, which shows clear progression as children move up the school, we also encourage children to try their own workings, as there is often more than one way to solve a problem.

We do not use any commercial scheme, although use White Rose long and medium term planning to ensure good coverage and progression. This is a scheme which encourages 'low-ceiling high-threshold' learning, meaning that teachers can give children the opportunity to work together on problems, rather than 'set' for different ability group. This gives learners more chance to push themselves and try 'trickier work' sometimes. We also use 'challenge by choice', which means that children are making their own choices about their learning. We assess children's maths in Key Stages 1 and 2 using 'I can ...' statements, and in Early Years through active learning and hands-on activities, using Tapestry.

We try to make learning fun by planning in activities such as outdoor learning, cooking and shopping, as there is a wealth of maths around us.

All children take home weekly maths Home Learning, which will might be a practical activity or reinforcing something newly-learned in school. We use a variety of different incentives, to encourage children to feel proud of completing their Home Learning.

As teachers, we are aware of the need to assess accurately so, from time to time, will use end-of-term tests or short weekly assessments, eg practising times tables in Key Stage 2. We also use IT opportunities such as online games or songs to encourage children's maths learning.

From time to time, children may benefit from additional booster classes, which we call Early Birds. These take place just before or at the start of the school day, and are specifically planned to move groups of children on quickly, in a small group. We also organise a weekly math booster class for children in Year 6, which is a smaller, less formal environment than the often busy classroom. For both these intervention groups, we offer children a chance to

move on and become more confident with their maths, in addition to their daily maths lesson.