

WRENTHORPE ACADEMY

MATHEMATICS



Curriculum Intent

Our intent is that we deliver a mathematics curriculum which is accessible to all and which will maximise the development of every child's ability and academic achievement. We aim to 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 master concepts so they can apply their mathematical knowledge to science and other subjects. We want them to know that it is essential to everyday life, critical to science, technology and engineering. It is necessary for financial literacy and most forms of employment. As our pupils progress, we want them 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.

Curriculum Implementation

At Wrenthorpe, we have adopted a mastery approach to deliver the national curriculum objectives in mathematics, providing daily opportunities for all children to develop fluency, reasoning and problem solving. We ensure a broad and balanced mathematical curriculum including elements of number, calculation, geometry, measures and statistics. We have a consistent approach to the teaching of arithmetic to focus on addition, subtraction, multiplication, division and fractions, to build fluency and precision in these areas and to develop flexibility in approaches used. Due to the interconnected nature of mathematics, at Wrenthorpe we aim to teach Maths in a cross curricular manner through topic work as well as discretely to teach the many practical applications of mathematical skills. We also recognise the importance of mathematical vocabulary and encourage accurate use of mathematical terminology.

We use a Maths Mastery approach to broaden and deepen mathematical understanding by using concrete apparatus to reveal the structures and by promoting discussion and explanation.

We aim for all children to be confident in each yearly objective and then to develop a greater depth of understanding by solving varied fluency problems and using reasoning. Children in Years 1 to Year 6 complete their homework on times tables which aims to build pupil engagement and consolidate maths knowledge. We adopt a structured approach to the teaching of times tables and provide guidance to parents so children can be supported at home.

EYFS

In Early Years, Mathematics involves providing children with opportunities to develop and improve their skills in the six key areas of early maths; cardinality and counting, comparison, composition, pattern, shape and space and measures.

All areas of the provision have mathematical activities for the children to access as well as daily focused maths sessions.

Curriculum Impact

We measure the impact of our maths curriculum through end of term tests and through the children's ability to apply their taught skills to other areas of the curriculum. We use the results of tests to inform future planning, to address gaps in understanding or/and misconceptions.

Throughout each lesson formative assessment takes place and direct feedback is given to the children through verbal comments and through marking as part of the lesson. Next steps and tasks can be provided by the teacher to ensure they are meeting the specific learning objective. Same Day Intervention Groups (SDI) allows teachers to ensure children keep up with their peers.

Teachers use assessment to influence their planning and ensure they are providing a mathematics curriculum that will allow each child to progress. The teaching of maths is also monitored on a termly basis through book looks, learning walks and lesson observations. Before each block of teaching the children complete an assessment to identify gaps and inform planning. After teaching the block, children are retested to determine progress and to identify which children may need further support.