



# Maths Curriculum Statement



## for College Park Infant & Lyndhurst Junior Schools

Setting out the curriculum that we have selected as most appropriate for our pupils, that will support them to achieve our vision & aims, as our mottoes state '*Children Playing, Improving & Smiling*' on a '*Learning Journey to Success*'.

### **Intent**

*At College Park Infant School and Lyndhurst Junior School, we believe that every child within our school, will achieve a high level of numeracy. Our aim therefore, is to equip our children with the knowledge and skills needed for them to be confident in applying and using Maths within school and for the future. We want our children to enjoy and be inspired in Maths lessons and since 2015, we have adopted the mastery approach to teaching Maths. This method has been successfully trialled and embedded in Shanghai and other countries around the world that have a proven record of improving Maths teaching.*

### **Implementation**

*Within Early Years, all children follow the Early Years Foundation Stage Framework. The framework is split into two elements for Maths: Numbers and Space, Shape & Measures. Children work towards Early Learning Goals which are assessed at the end of Reception Year using the relevant guidance. There is a balance of formal opportunities and child-led exploration which incorporate all elements of Maths.*

*In KS1 and KS2, Maths is taught following the 2014 National Curriculum Framework, offering opportunities for the teaching of the different areas of Maths throughout the year. The mastery style of teaching ensures that pupils are taught as a whole class through the use of interactive teaching and by working altogether on the same lesson objective at the same time. This ensures that all pupils can master concepts before moving to the next part of the curriculum sequence as they have gained a deeper understanding of the mathematics that they are learning. Teachers will use their own judgements to decide when to move on in a teaching sequence and will also offer support and guidance if children need further consolidation. Children that are able to grasp concepts rapidly, are challenged through deeper thinking and questioning linked to the daily objective. Maths planning highlights the objectives being covered. It is essential to practise differentiation through the support and challenge offered to individuals. The Policies for Inclusion and the Gifted and Talented will be consulted accordingly. Success and achievement will be celebrated.*

*Within KS1 Maths lessons are held 4-5 times a week for up to one hour in length. Maths is taught in TTGs (targeted teaching groups) throughout Year 1 and Year 2 in order to maximise the opportunities to extend learning as well as work at a pace which best suits all children. This has proved the most successful way for all children to realise their potential. Each of the key mathematical areas are revisited and enhanced termly.*

*Within KS2, Maths lessons are held on a daily basis for around one hour and twenty minutes. We have worked hard on changing the daily planning to ensure that children are following the aims of the National Curriculum by becoming fluent in Maths by being exposed to a number of different problems and are able to recall and apply the knowledge they have learnt accurately and rapidly.*

*We also support our daily lessons with 20 minutes of 'Big Maths'. This is a teaching approach which makes progress in Maths easy and fun. It seeks to address children's confidence in Maths through four different elements: Counting, Learn Its, It's Nothing New! and Calculations. This is the sequence through which everyone develops numeracy. It is a progressive scheme with every Year group following specific planning. As part of this session, children are also tested on a weekly basis on their times tables in a timed condition which they thoroughly enjoy and try to beat their score each week. This will help with the new Times Tables test that will start this year in Year 4. We are also using PIXL arithmetic assessments on a weekly basis to help the children build on their speed and stamina in a timed condition. This also helps us to identify gaps quicker in the children's learning. TTG groups have been introduced in Year 6 for this current year and it is likely that other year groups will start to look at implementing this throughout this academic year.*

*Across both schools we do not use text books, instead we use the guidance of the White Rose Scheme of Work to support teachers with the planning and delivery of lessons. Each objective is broken down in to small steps for children to work on their fluency, reasoning and problem solving. Within KS1, we provide opportunities for children to 'reason' within lessons, often asking children to verbalise their answers in sentences. Children's understanding and skills are further challenged and expanded through regular DOK (deepening of knowledge), mastery opportunities planned and regular problem solving within lessons. As appropriate, test style questions are introduced within Year 2 to ensure that all children become familiar with different formats in preparation for SATs.*

*Within KS2, we are also pushing hard for children to 'reason' within lessons and prove how they know an answer orally and through written explanations. Children are also expected to answer in full sentences the same as they would in any other lesson. They are also tested on a termly basis with the PIXL assessments related to the Year Group in which they are being taught. Children are also exposed to test style questions on a daily basis to get them used to the wording and format that they will see at the end of KS2.*

## **Impact**

*EYFS results show that the percentage of children achieving Expected+ in Number strand of Maths is 82%. This is 10% above the national average.*

*In 2019, the KS1 Maths results at EXS+ were 85% and GDS 23%. The aim next year is to ensure more children reach the expected standard, whilst maintaining the high levels of GDS. These results remain above both Portsmouth and National averages.*

*In 2019, 67% of KS2 children reached the Expected standard and 14% at GDS. Although this is still below the National average, it is part of an increasing picture and teachers have commented on how well the children coming up through the school seem to be more fluent in their recall of number facts and they are now in a better position to be able to reason and prove how they know an answer. We are hoping to continue to build on this picture for next year as the new Year 6 cohort will have experienced the Mastery approach of teaching Maths throughout the whole of KS2.*