

We aim to:

- To provide the opportunities for all children to have the skills required to be a mathematician and prepare them for their future.
- To create well-rounded mathematicians.
- For all children to have a solid foundation of mental maths skills, multiplication tables and formal written methods.
- To inspire children to take risks in their learning and develop resilience when tackling mathematical problems, through growth-mindset.
- To be confident in applying their mathematical skills to real life concepts.
- To broaden children's mathematical vocabulary, using this to overcome and reason mathematical problems.

Subject: Maths

We know that: Our Maths curriculum meets the requirements of the National Curriculum whilst adopting a mastery approach through WRM. Children understand skills needed to be a Mathematician by asking questions and using real-life application.

We do this by:

- Following the WRM scheme as a base; this is used throughout school from EYFS to KS2. It follows the requirements of the National Curriculum and EYFS framework and develops sequentially. Adjustments are made to fit our school context.
- Maths lessons being taught daily and are progressive, supporting skill development.
- KS2 classes have a 10 minutes times table session everyday, providing opportunity to consolidate and deepen knowledge of key multiplication facts.
- One day a week classes having an arithmetic session providing opportunity to consolidate and deepen knowledge of key substantive knowledge. (KS1/KS2)
- From years 1-6, a flashback session is provided to improve retention, consolidate and build confidence.
- Our curriculum is progressive, building on key concepts from Nursery through to Year 6.
- We demonstrate fluency of key concepts during explicit teaching and provide opportunities for children to recap and revisit key substantive knowledge throughout the academic year.
- All children are exposed to opportunities for problem solving and reasoning, further demonstrating their mathematical understanding.
- Through a concrete, pictorial - abstract – approach, children build resilience in using and applying key concepts.
- Working walls are used as a valuable teaching resource to support a unit of work and vocabulary.
- Vocabulary is carefully modelled to the children for use in their independent work.
- Y6 PIXL intervention is used to support whole class interventions tailored towards the needs of the children and to focus of key gaps in learning.



Planning:

- *A long-term plan has been created by the subject lead to ensure that the requirements of the National Curriculum are being met.
- *The WRM scheme is adjusted by the subject lead
- *Planning is inferred from the National Curriculum and White Rose Long Term plan.
- *Weekly plans detail the sequence for the learning, as well as the task and appropriate adjustments, tweaks and challenge.
- * Pre (KS2) and post assessments used to inform planning.
- *Maths planning is created by individual teachers and checked by the SLT.

SEND: Adjustments/tweaks and challenges are including in all sessions so that all learners access age related objectives. Some children on an EHCP may have a bespoke curriculum and the SEND lead has been consulted to develop this. The following are often used as adjustments across school:

- *Templates
 - *Vocabulary mats
 - *Visual aids such as Widgits
 - * Scribed / guided work
- Children with an AAP will also develop their learning targets in Maths lessons.

Subject: Maths

Personal Development:

Tullie House is used frequently by school using loan boxes, museum visits and workshops.

Trips to historical places of interest are planned into units. For example, children in Key Stage Two have visited the University of Cumbria campus as this was the city's old workhouse. Carlisle Military Museum is used to provide children with a local link to their learning on World War II.

Our assembly timetable also provides opportunities for children to develop their knowledge of significant historical events and reflect on these.



**Caldew Lea
Primary School**

Staff Training & CPD: Staff receive regular CPD that is delivered by the subject lead during staff meetings. CPD training videos are used from WRM in phase teams to allow staff to develop their understanding of key units. ECTs receive additional support from their mentors and the subject coordinator.

SMSC Links

- Children are encouraged to demonstrate resilience and a growth mindset; effort is celebrated in utilising the small conceptual steps of learning.
- Pedagogies encourage partner collaboration and discussion to both consolidate and deepen mathematical thinking.

Monitoring and Assessment:

Formative Assessment – Continually by the class teacher in sessions. Crack-it time is used in line with our school policy to allow children to address misconceptions and develop their learning. In EYFS, teachers use Tapestry and floor books to record pupil voice.

Summative Assessment – End of unit tests are used in order to assess the substantive knowledge from each unit from KS1 – KS2. Pre-assessments are used in KS2 at the beginning of units to allow teachers to identify any prior gaps in learning so that these can be filled.

Monitoring: The subject lead will monitor Maths using book looks, learning walks and pupil voice.