

	Becket Primary School Curriculum Statement for the teaching and learning of Mathematics			
Intent	At Becket Primary School we believe mathematics should allow children to make links and connections. Children will learn to identify patterns in number, shape, data and measures and will learn to express and explain what they have noticed with accuracy, using concrete apparatus, visual mathematical models and increasingly precise mathematical vocabulary. Children will learn to understand increasingly efficient methods of calculation. Through a combination of learning in a resource-rich environment and having opportunities to discuss and question these methods at the point of learning, learners will be able to select these methods to solve a variety of problems and puzzles. Mathematics contains many abstract concepts and the teaching of maths at Becket Primary allows children to recognise and understand these concepts in order to help the children visualise their mathematics. Children use concrete objects and resources, symbols, visual representations and models to help understand and, in turn, explain their learning to others. This approach makes mathematics more accessible and meaningful for the children.			
Underpinned by:	High Expectations and Mastery	Modelling	A Vocabulary Rich Environment	Pattern and Connection Identification
	All children are expected to succeed and make progress from their starting points.	Teachers teach the skills needed to succeed in mathematics providing examples of good practice and having high expectations.	We intend to create a vocabulary rich environment, where talk for maths is a key learning tool for all pupils. Vocabulary is a driver for pupil understanding and develops the confidence of pupils to explain mathematically.	All children will have opportunities to identify patterns or connections in their maths; they can use this to predict and reason and to also develop their own patterns or links in maths and other subjects.
	The Teaching of Fluency	The Teaching of Reasoning	The Teaching of Problem	Mastery
	We intend for all pupils to become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately	We intend for all pupils to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language such as stem sentences to explain their reasoning.	We intend for all pupils to solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.	All children secure long term, deep and adaptable understanding of maths which they can apply in different contexts.
Implementation	Rapid recaps & Consolidation/Pre-Teaching	Assessment	The use of high quality resources including: White Rose, NRICH, I See Maths, Classroom secrets, NCETM Mastery and Ready to Progress	Concrete Pictorial Abstract (CPA)

	We have Rapid recaps/ flash back 4s in our KS1 and KS2 classes whereby children are set a maths task to ensure general maths knowledge and fluency are maintained and developed; these may take many forms, for example: arithmetic, low stakes quizzes and specific times tables. While the class are solving the questions, the staff are able to support children with consolidation in the form of (do nows) to revisit misconceptions from the previous session and to ensure they are confident with skills required for the upcoming session.	Through our teaching we continuously monitor pupils' progress against expected attainment for their age, making formative assessment notes where appropriate and using these to inform our teaching. Children receive instant feedback on how they have done and the opportunity to address any misconceptions (do nows) are planned into lessons. Weekly AM assessments are used to revisit and review previous learning in KS2. Summative assessments are completed at the end of each term (White Rose Termly assessments and NFER Assessments in Term 6); their results form discussions in termly Pupil Progress Meetings. The main purpose of all assessment is to always ensure that we are providing excellent provision for every child and to continue building on previous misconceptions. Children are assessed against the KMAT KPIs and RTP documents to ensure gaps are identified and addressed.	EYFS have worked collaboratively across the MAT to devise KMAT that supports the learning of mathematics in line with the changes to the curriculum in Sept 2021. The NCETM planning is also used alongside this. Every class from Y1 to Y6 follows the White Rose scheme of learning small steps which is based on the National Curriculum. Lessons may be personalised to address the individual needs and requirements for a class but coverage is maintained. In order to further develop the children's fluency we use The Mastering Number resources in Foundation – Year 2, In Years 3-5the systematic approach to times tables programme is used and in Year 6 regular TT rockstars To deepen reasoning and problem-solving skills, the children are given daily PS questions. These activities are taken from White Rose, Classroom secrets, I See Maths reasoning planning resources. Including those provided by the NCETM and NRICH to provide challenge and deepen the childrens' experiences of solving a range of open ended and closed maths problems.	We implement our approach through high quality teaching delivering appropriately challenging work for all individuals. To support us, we have a range of mathematical resources in classrooms including Numicon, Base10 and counters (concrete equipment). When children have grasped a concept using concrete equipment, images and diagrams are used (pictorial) prior to moving to abstract questions. Abstract maths relies on the children understanding a concept thoroughly and being able to use their knowledge and understanding to answer and solve maths without equipment or images.
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	Continuing Professional Development (CPD)	Online Maths Tools	Whole school events	Cross Curricular
	We continuously strive to better ourselves and frequently share ideas and things that have been particularly effective. We take part in training opportunities and have been part of the NCETM Boolean Hub Mastery workgroups. This has enabled us to stay up to date with current best practice and led to improvement of teaching and learning.	In order to advance individual children's maths skills in school and at home, we utilise Times Tables Rock Stars in KS2 and in KS1 children use Number blocks to practise and consolidate number bonds /subitizing application and consolidation. Topmarks, Hit the Button and other maths games links can be found on the school website.	We take part in the Maths Festival across the MAT.	Where Maths has the opportunity to be taught across the curriculum we encourage it.
	PUPIL VOICE	EVIDENCE IN KNOWLEDGE	EVIDENCE IN SKILLS	OUTCOMES

Impact	Through discussion and feedback, children talk enthusiastically about their maths lessons and speak about how they love learning about maths. They can articulate the context in which maths is being taught and children are beginning to relate this to real life purposes. Children show confidence and believe they can learn about a new maths area and apply the knowledge and skills they already have.	Pupils know how and why maths is used in the outside world and in the workplace. They know about different ways that maths can be used to support their future potential. Mathematical concepts or skills are mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations. Children demonstrate a quick recall of facts and procedures. This includes the recollection of the times table.	Pupils use acquired vocabulary in maths lessons. They have the skills to use methods independently and show resilience when tackling problems. The flexibility and fluidity to move between different contexts and representations of maths. Children show a high level of pride in the presentation and understanding of the work. The chance to develop the ability to recognise relationships and make connections in maths lessons.	At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention. <u>Mastery</u> All children secure long-term, deep and adaptable understanding of maths which they can apply in different contexts.
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