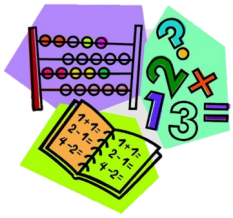
Curriculum Expectations

Mathematics



Subject leader:

Georgia Williams

Curriculum Coverage

Each year group has a long-term overview which works alongside each year group's skills progression grid.

These documents ensure full coverage of the NC objectives for each year group, whilst also providing time for repetition and recall; ensuring a deeper understanding of all skills across the Mathematics curriculum. These overviews are flexible and are adapted accordingly by teachers to suit the needs of children taught. Teachers are confident in using previous years skills grids to ensure that gaps in learning are addressed and closed where necessary. Children are provided with well planned problem-solving and reasoning opportunities daily to ensure that they are able to apply their knowledge and understanding of taught skills. Challenges are built into our EYFS provision to encourage a love for Mathematics and to provide a wide-range of opportunities to explore and build on their knowledge.

How often?

Mathematics is taught daily across all year groups. Children in EYFS receive daily teacher inputs, an adult-led activity weekly and Maths challenges are embedded within our continuous provision.

Taught by whom?

Mathematics is taught by class teachers. Children are in mixed-ability groups and are taught by both year-group teachers across the year to ensure a secure understanding of all children when assessing. Adult-support from Teaching Assistants and Intervention teachers is also carefully planned for to meet needs of targeted children.

Display expectations

All classrooms have an age appropriate working wall, with Mathematical vocabulary, calculation methods and key facts. These are used regularly to support learning taking place within the classroom.

What does a typical lesson look like?

Lessons respond to the needs of all learners and scaffolding is in place to ensure that all children succeed. While some may follow a traditional oral / mental starter; main activity; plenary, others will begin with a variety of different strategies, e.g. groups beginning on adapted tasks while the class teacher/TA works with those needing further support/challenge. There then may be some larger group input on consolidation or new learning. Each lesson begins with a 10 minute Basic Skills session in which children recall and consolidate skills from the previous year, term and week and also strengthen their basic understanding of number and the four operations. Within the lesson there will be a balance between whole class, grouped, paired and individual work.

Key vocabulary is introduced, revisited and embedded across the year and links to previous and future learning is made as well as providing meaningful links to other concepts and where skills will be important in every day life. All children are offered the opportunity to tackle 'super challenges' during the lesson, to move their learning on even further. Children are encouraged to take increasing independence over these. In all lessons children will have opportunity to reason/problem solve and this may be evident in books or through whole class discussion—particularly in KS1.

Which resources are used?

All classrooms have a wide range of concrete resources to support children's learning. Teachers use resources from Classroom Secrets, White Rose, NCETM, Scofield and Simms, Gareth Metcalfe, Numberblocks, CGP and a wide range of textbooks to ensure that children have a variety of representations and varied fluency in their learning. Times Table Rockstars is used to support the progress of times table knowledge in KS2.

How are support staff used?

Teaching assistants work with targeted children across the half-term who have been identified as needing further support in Maths. They follow the planning of class teachers (to ensure children do not miss any new learning) and further interventions are planned for so that children can secure their basic Maths skills. Dedicated misconception time allows for any gaps to be closed before the next lesson for further progress.

CPD for Staff

Subject lead attends termly Mathematics updates to ensure knowledge is up-to-date. Information gained from these is then shared during staff meeting termly. Bespoke vocabulary and times table training for Teaching Assistants is also delivered. Each year the subject lead identifies (through observations and conversations with staff) which CPD may be necessary and this is then put in place.

Challenges and Celebrations

- 33, 66, 99 and 100 Times Tables wristband challenge results are collected each week and children earn wristbands to celebrate these.
- Super challenges available in every lesson to extend learning.
- Rockstar of the Week in KS2 to celebrate effort on TTRS.
- Mathemagican of the week chosen in KS1 to celebrate effort in lessons.

How is it monitored?

Mathematics is regularly monitored by subject leader and SLT. This takes a variety of forms such as book reviews, lesson observations, pupil voice, conversations with staff, pupil progress meetings and monitoring of planning.

How is it assessed?

Children's progress in Mathematics in a variety of forms. Teachers use their knowledge of the children from lessons taught and marking to adapt teaching where necessary (for support and for challenge). Termly assessments take place using our assessment grids and pupil-progress meetings take place. Children's progress in Times Tables is tracked weekly through TTRS Statistics and our Wristband Trackers.