



# Sandhill Primary School



## Our Vision for Our Subject

## MATHS

### Intent:

At Sandhill Primary School we recognise the important role maths plays in all our lives, from using our counting skills when visiting the supermarket to measuring ingredients for a cake. We strive to provide a high-quality mathematics education within a mastery approach which develops a solid understanding of mathematical concepts and equips children with the skills for later life.

The National Curriculum for mathematics intends to ensure that all pupils:

- ✓ Become fluent in the fundamentals of mathematics.
- ✓ Reason mathematically.
- ✓ Can solve problems by applying their mathematics.

It is this intent that underpins all we do at Sandhill.

### Implementation:

At Sandhill Primary School, we aim for children to achieve within lessons by utilising a range of fluency, reasoning and problem solving style questions in a practical and engaging manner. We are well on our way along the Teaching for Mastery journey and use the unit planning and progression maps provided by White Rose Maths to ensure whole school coverage. These allow the teachers to ensure children are building on small steps between lessons and spend enough time exploring a unit in a logical and sequenced order.

As part of everyday teaching, staff employ a variety of methods to ensure children have the necessary tools to fully grasp concepts:

- ✓ Manipulatives (practical maths) and visual aids including the use of ICT;
- ✓ We integrate fluency, problem solving and reasoning opportunities within a lesson in order to create learners who have the skills needed to attempt more challenging mathematical problems;
- ✓ In order to build stamina and accuracy with arithmetic skills, each class has a weekly focus on arithmetic skills and complete an arithmetic style quiz on a weekly basis;
- ✓ Across school, children complete a daily Morning Maths session which focusses on fluency and arithmetic skills.
- ✓ This encompasses all four basic operations and is targeted to the needs of the children as identified from summative and formative assessments.



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## EYFS:

In the Early Years Foundation Stage (EYFS), we relate the mathematical aspects of the children's work to the Development Matters statements and the Early Learning Goals (ELG), as set out in the EYFS Profile document.

Mathematics development involves providing children with opportunities to practice and improve their skills in counting numbers, calculating simple addition and subtraction problems and to describe shapes, space and measures.

The numbers 1 to 5 are introduced separately over the course of 2 weeks and explored in depth. Children make links between these numbers, develop a greater number sense, and explore concepts to do with the target number such as one more than and one less than and halving and doubling. Links are made between the target number and the properties of shapes, such as 3 sides of a triangle when 3 was introduced.

## Ready to Progress Statements and Prioritising Maths Curriculum:

The NCETM have recently released some support materials to help teachers identify and plan for the prioritised curriculum in maths.

Ready to Progress statements have all the essential criteria on per year group and allow space for teachers to identify and annotate which areas have been covered well/not so well over the last couple of disrupted academic years.

## Impact:

Our teachers are always encouraged to use their professional judgement, meaning that children are given enough time to learn and practise each area of maths before moving on. This means that children can develop a deeper understanding of concepts. Our maths books show a range of activities, with evidence of fluency, reasoning and problem solving. Children are developing their reasoning skills and are beginning to be able to articulate these verbally, pictorially and in written form.

Regular and ongoing assessment informs teaching, as well as intervention, to support and enable the success of each child. These factors ensure that we can maintain high standards, with achievement at the end of KS2.

Progress is monitored closely every term during pupil progress and the during pupil voice and greater depth assessment interviews where Mastery questions are put forward for children to answer, giving reasons on how and why they came to a particular answer.