

Intent

We believe that a quality Mathematics curriculum should develop the children's love of learning through providing rich opportunities for reasoning and practical, hands-on experiences. We aim to promote a culture where children have a positive attitude towards mathematics and can articulate, through the use of precise mathematical language, how their knowledge and skills have supported their understanding of the subject. We want our pupils to develop fluency, reasoning and problem-solving skills through the use of practical resources and pictorial and abstract representations of mathematical concepts.

We aim to develop children's enjoyment of Mathematics through a wide range of immersive and contextualised activities, linking skills and knowledge to real-life situations. We strive to teach pupils to become fluent in calculations and to be confident in the recall of number facts and multiplication tables.

Impact

Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.

Maths is taught according to mastery principles and follows the 6-part lesson structure. All pupils are challenged in maths lessons through the use of Chilli Challenges and pupil voice confirms that children enjoy maths lessons. Pupils regularly use manipulatives and are able to freely access resources during lessons. Teachers and pupils use precise vocabulary in maths lessons. Pupils are encouraged to explore mathematics and to explain their reasoning. The curriculum for SEND pupils is not narrowed.

Maths



Implementation

As of September, 2018, we as a school adopted the Mathematics Mastery and White Rose approach to teaching mathematics where pupils explore concepts through different representations. Maths lessons follow a 6-part structure: Do Now, New Learning, Talk Task, Develop Learning, Independent Task and Plenary.

Teachers ensure that depth of knowledge and understanding, as well as challenge, is achieved by moving through concrete, pictorial and abstract representations and by adapting planning to create lessons bespoke to pupils at Budbrooke. A child working at depth would exemplify their understanding of the abstract through concrete and pictorial representations. Chilli challenges ensure challenge is appropriate to all learners.

Currently, pupils in Reception through to Year 5 follow the Mathematics Mastery programme while teachers' planning for pupils in Year 6 draws on the White Rose schemes of learning which provides year group specific planning. The aim is to roll out the Mathematics Mastery programme to Year 6 in the 2022/2023 academic year.

In order to re-visit prior learning, teachers deliver daily Maths Meetings for a fixed 15-minute period in the afternoon. Songs, rhymes and the practice of key mathematical skills, including multiplication tables, support children to link their learning and to recall prior learning.

It is vital that pupils are taught according to the stage that they are currently working at, only being moved onto the next level when they have a secure understanding of the previous stage, until they are secure enough to move on.

