



*By the time the children transfer to their next stage of education, we intend to develop well-rounded, knowledgeable and confident individuals who have fulfilled their potential and can make a positive contribution to their local and global community.*

## **Maths at Lindow Community Primary School**

### **Intent**

At Lindow Community Primary School, our intent is to provide a rich, challenging and exciting mathematics curriculum to enable all our children, including the most disadvantaged and those with (SEND) or high needs, to become financially literate and have the knowledge and skills to confidently solve the varied mathematical challenges of their everyday life. We want to develop enthusiastic, independent and successful learners who enjoy mathematics, make excellent progress and achieve their full potential through a balanced progressive curriculum, driven by the following Lindow Life Skills:

- *Be Articulate*
- *Be co-operative & participate*
- *Have ownership of learning*
- *Be organized*
- *Make decisions*
- *Be resilient & persevere*
- *Be the best you, you can be*

### **Design and implementation**

To ensure children have 'mastered' the knowledge of the Programme of Study for Mathematics in a progressive, sequential way, the subject is taught daily and discretely. In addition, children are given opportunities to apply their prior and new knowledge as skills in a cross-curricular way, for example, Science, Design Technology, allowing children to make the connections between mathematics and everyday life.

All classes from Reception to Y6 use the White Rose Maths Hub schemes of learning as the initial overview for their medium-term planning, alongside several other resources from organisations such as NCETM, NRICH, Mathsticks to ensure a balanced and varied curriculum and account for a range of learning styles. The curriculum is differentiated for all pupils including learners with high levels of SEND to be ambitious yet accessible and inclusive for all.

The expected teaching sequence for key mathematical concepts for all of our children begins with securing fluency in the fundamentals of mathematical knowledge, using a varied approach and year group specific vocabulary, to ensure pupils have conceptual understanding and the ability to recall knowledge rapidly and accurately.\*

Once the children are fluent, they are taught to apply their knowledge and show clear understanding at mastery level of these concepts through reasoning and problem solving in a range of contexts and across different subjects. The proportion of time spent on each of these aspects will vary, taking into account the individual needs of the child, including those with SEND, or those who are more able, for example.

At any point in the teaching sequence, it is expected that children's acquisition of new knowledge is supported via the Concrete/Pictorial/Abstract approach, in order to embed understanding for all learners and create links in their long-term memory. As above, the time spent on each stage will be proportionate to the individual needs of the child.

*\* We believe that if firm foundations are established in key mathematical concepts, then children are able to develop a deeper and more cohesive understanding of complex mathematics as they develop. Therefore, throughout KS1/2, in addition to the daily maths lesson, the children are grouped according to their gaps in learning and understanding of these concepts and 20 minutes per day is devoted to developing mental arithmetic skills.*

## **EYFS**

Maths in the EYFS develops the children's maths skills to help them achieve their Maths Early Learning Goal which lays the foundations for the children's development of essential calculation skills in addition, subtraction, multiplication and division. This ensures they are ready for the next stage of their learning. At Lindow, this acquisition of skills is done through both adult guided activities and well-planned opportunities for self-initiated play.

Reception children have a daily Maths lesson where they focus on learning numbers to 20, patterns and shape (both 2D and 3D), measures (size, weight, capacity, position), time and money. Teaching of Maths in EYFS at Lindow is adapted and differentiated depending on the specific needs of the children and taught in ability groups in order to best address those needs.

Maths is also used to enrich the Early Year's' learning environment including in the outdoor area.

## **Impact**

- IDSR/ASP is used to identify any trends/attainment & progress against national standards/groups.
- Assessment data (including separate times tables information) is collected termly against the number of children on track/achieving/exceeding the Lindow expected non-negotiables for each year group, devised using end points from KS1 & 2 statutory assessment criteria.
- Termly pupil progress meetings are held with year group teams. Vulnerable groups/individuals are identified & strategies/interventions put in place to address this, with impact being closely monitored by SLT/maths subject leader/SENCO/ToD
- In house and cluster moderation takes place termly to ensure consistency against teacher judgments
- Monitoring happens at least once a half term and can be in the form of the following, depending on the current curriculum improvement area(s) – lesson observations/learning walks/book scrutinies/pupil voice