

Hatherop CofE Primary

Maths Curriculum

Caring-Believing-Achieving

INTENT

That children at Hatherop master the mathematical skills of fluency, reasoning and problem solving to gain the skills to be systematic and resilient thinkers and to be equipped with valuable life skills.

Our aim is to develop a positive culture of deep understanding, confidence, and competence in maths by providing opportunities for mathematical thinking and discussion while encouraging resilience and the acceptance that struggle is often a necessary step in learning.

IMPLEMENTATION

- A daily Mathematics lesson is delivered in each class.
- The teaching programme is planned to ensure high expectations and progression following the White Rose Scheme of Work using a mastery approach. This scheme uses 'small steps' to break down the teaching sequence into achievable objectives.
- Lessons are delivered through interactive oral work, practical tasks, whole class and year group directed teaching.
- We use a CPA approach, placing emphasis on the use of concrete resources and pictorial representations at all ages and introducing abstract concepts in a tangible way.
- In line with a mastery approach, independent tasks not only check fluency but also provide opportunities to apply this learning in reasoning and problem solving contexts, giving all pupils the opportunity to deepen their understanding using the appropriate mathematical vocabulary.
- Rapid graspers are challenged to further deepen their understanding and these tasks are identified in yellow in Maths books.
- Mathematical errors and misconceptions are dealt with as they are identified and pre teaching and catch up sessions are delivered as required.
- In addition to the daily Maths lesson children are given opportunities to develop their arithmetic skills and improve times table fluency. The TT Rockstars programme is used from Year 2 to Year 6, as a way to learn times tables and related division facts online.

IMPACT

- Assessment in Mathematics takes place daily, using a range of strategies such as questioning, marking and verbal discussions with children during lessons. Assessments made during each lesson are used to inform subsequent planning and the next steps in teaching and learning.
- White Rose assessments are carried out at the end of each unit of work to track understanding and identify gaps, ensuring that any necessary interventions are targeted to meet the needs of children. These can be identified in books on blue paper.
- Medium-term assessments measure progress against the key objectives for each year group. These are in the form of NFER tests, SATs papers or White Rose end of term assessments. This progress is recorded and tracked three times a year.
- Statutory assessments are used to assess progress against school and national targets. Children undertake national statutory tests at the end of Year 2 and Year 6. Reception children are assessed against the Early Learning Goal: Number.
- Times Tables are assessed using the Statutory Multiplication Tables Check (MTC) at the end of Year 4.
- End of year assessments are used to inform parents in an annual written report detailing their child's progress in Mathematics.