



Roseberry Primary and Nursery School



Curriculum statement for Maths

Intent	Implementation	Impact
<p>At Roseberry Primary and Nursery School we recognise that Mathematics is essential to everyday life, necessary for financial literacy and required for most forms of employment. We aim to provide a high-quality Maths education with a mastery approach so that all children develop:</p> <ul style="list-style-type: none">• Fluency in the fundamentals of Maths• Reasoning skills that allow them to develop an argument and justify their responses using mathematical language• Problem-solving skills which allow them to apply their Maths to a variety of different contexts, including breaking down complex problems into a series of simpler steps and showing resilience when seeking solutions. <p>Our aspirational mastery approach is rooted in the principle that all children can achieve when given the correct scaffolding and support. We aim to provide scaffolding that allows each individual child to succeed with the whole class and utilise in class support to ensure that all children make good progress. Where possible or necessary, small group interventions are used to ensure children keep up or catch up but our emphasis is on</p>	<p>We begin preparing children at Roseberry for the Mathematics curriculum in our Early Years provision. Opportunities are varied throughout the provision to begin early counting and number recognition linked to everyday play and provision. There is a focus on numbers 1-3 in the 2-year-old Nursery, progressing to 1-5 in the 3-year-old Nursery, and then more depth of understanding of number through the Mastering Number NCETM program in Reception. Throughout all Early Years provision there are separate Maths areas, but there are also links made to Maths in other areas where possible. Staff subject knowledge allows the intent to be delivered successfully. We make use of CPD opportunities, particularly those from our local Maths Hub, to ensure that teachers and teaching assistants feel confident in the mastery approach and can support and extend children in lessons and in smaller interventions if necessary. All staff are encouraged to ask questions, seek support and request further training if required. We aim to embed fluency skills through daily 'Fast Five' or 'Fast Ten' (depending on the age group), through repetition and modelling of different skills. These skills are adapted when the teacher feels that the class are suitably confident and may be revisited later in the year. The skills are chosen by the class teacher, in collaboration with other staff, based on the needs of the class, and also our</p>	<p>Children at Roseberry feel safe to 'have a go' in Maths, and understand that making a mistake is a part of learning. Our children are supported to explore mathematical concepts and are reminded of the importance of Maths in everyday life. All children, including those with SEND and who are disadvantaged, are supported to be the best mathematicians that they can be, and to leave Roseberry with life skills in Maths that they can apply as they grow older. Throughout the year, attainment is measured termly to ensure that children are making progress. Where they are not making sufficient progress, teachers and leaders work together to unpick barriers to learning to support all children to succeed. Monitoring takes a variety of forms, from looking at books to looking at planning, with a particular emphasis placed on pupil voice. We feel that is important to address anxiety around Maths, and tend to hear positive feedback from all groups of pupils about their Maths experiences. Within Maths, written work is presented in a variety of ways, and children make progress in their ability to work independently as they move through school. The 'I do, we do, you do' method of modelling in lessons, allows children to develop their confidence and ability to explain and reason in Maths. Children with difficulties around reading are supported in Maths lessons, and are provided</p>

quality first teaching; we allow all children the opportunity to access high-quality teaching and have high expectations for all. Where a separate curriculum is required, it is designed carefully with the needs of the child at the centre, and will aim to help the child make good progress and catch up with their peers where possible.

Through our Brighter Futures Curriculum Foundations, which have been specifically designed with our children in mind, we aim to build the basics – Maths is a vital part of developing children's competencies in communication, problem solving and group work. We encourage children to ask questions and consider different opinions in order to reach a conclusion. We also aim to raise aspirations in our children, and through 'world of work' studies, we show children that Maths has a use beyond the classroom. We aim for their learning to be meaningful.

We follow the National Curriculum aims and objectives, informed by research and new developments, to prepare all children for end of key stage assessments. For example, we utilise the support of Maths Hubs and organisations such as the National Centre for Excellence in the Teaching of Mathematics (NCETM), and use resources such as government guidance on the teaching of primary Maths (May 2020) and Ofsted research reviews (May 2021) to inform best practice. Our lessons are sequenced according to the White Rose Maths Hub overviews, but are adapted by individual teachers to meet the needs of their class.

wider school context. This helps to embed skills and facts into long term memory, whilst allowing children to experience different methods and ways that questions can be presented. Questions may be revision of previously taught topics, from the current year or previous years, or may be pre-teaching based on staff's understanding and experience of teaching previous cohorts. Retention is also supported by giving children the chance to explain and prove their answers and methodologies. Our curriculum generally follows the White Rose Maths Hub long term planning, which means that lessons and topics are carefully sequenced to build on to the next, with revisiting and retrieval an integral part of the process. Formative assessment is used in every lesson. Extensive internal CPD has been given to develop staff's expertise in questioning, and this is revisited regularly. This allows staff to conduct regular checks on children's understanding verbally, as well as by looking at their written work. At the end of a unit, staff will assess more summatively to determine which areas still require more input, and this is used to inform future planning and Fast Five/Ten questions. There is no expectation for staff to record the outcome of these assessments centrally, as their purpose is to inform planning. At the end of each term, an assessment is completed to inform teacher assessment of the overall taught curriculum. This allows staff to get an overall view of pupils' existing and developing skills and knowledge. Correct mathematical vocabulary is used by staff and this is discussed with and explained

with extra support beyond Maths lessons to help them to catch up with their peers. Mixed ability seating allows peer support to be a useful tool in Maths lessons.

	<p>to children who are then encouraged to use it independently when talking about Maths. Disadvantaged pupils, and pupils with SEND are not withdrawn from Maths lessons for intervention where possible, instead they participate in whole class lessons and receive quality first teaching. Progress is monitored carefully and same day interventions are used where possible to ensure that no child is left behind. Where a significant SEND need is specifically related to Maths, participating in whole class lessons may not be in their best interest, so children may receive personalised instruction matched to their specific needs which is overseen by the class teacher.</p>	
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