Mathematics

Intent

At Welholme Academy we recognise that Mathematics is essential to everyday life and will equip our children with the skills necessary to become successful learners in their future education, ensure that they have a good understanding of financial literacy and essentially, be proactive and **collaborative** members of the community.

We believe that everyone at Welholme is a learner and we never give up on achieving our aspirations and dreams of **unlocking everyone's potential**. In line with our whole school ethos, we aim to **nurture** and encourage learners who are **resilient** when faced with a challenge, **collaborative** when working with others and **aspire** to become the best mathematicians they can be.

We aim to provide a high-quality mathematics education with a mastery approach so that all children:

- become fluent in the fundamentals of mathematics;
- reason mathematically;
- can solve problems by applying their mathematics.

(National Curriculum 2014)

Implementation

At Welholme Academy, Y1-Y6 follow White Rose teaching for mastery maths scheme which has been written to support teachers in all aspects of their planning and curriculum design whilst delivering Singapore Maths Mastery methods effectively. Teachers have received high-quality training from White Rose through CPD sessions at school which have covered a number of topics: Exploring the schemes, EYFS, Thinking through variation and Concrete, pictorial, abstract sessions. From the introduction of our new maths curriculum we have invested in a range of manipulatives to be used in every year group in every lesson.

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 practise and improve their skills in counting numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces, and measures. The profile for Mathematics areas of learning are Number (ELG 11) and shape, space and measures (ELG 12). We continually observe and assess children against these areas using their age-related objectives, and plan the next steps in their mathematical development through a topic-based curriculum.

Across Key stage 1 and 2

- Daily arithmetic starters to aid fluency and rapid recall.
- Do It Now Activities every lesson which continually consolidate and review previous learning.
- Manipulatives used in every classroom to support all learners.
- The use of stem sentences and mathematical talk with talk partners to consolidate and deepen understanding.
- Tasks and challenge questions to challenge pupils to apply and deepen their learning, mathematical reasoning and problem solving abilities.
- Precise questioning to test conceptual and procedural knowledge.
- Appropriate support or daily intervention where necessary to support those children who are struggling with concepts or teaching points.

- Maths working walls to aid teaching points, which are updated constantly and display appropriate vocabulary.
- Use of Times Tables Rockstars throughout school to aid times tables fluency.

Impact

We measure the impact of our curriculum through the following methods:

- Assessments used before block teaching to establish prior knowledge and ensure that all children are accessing teaching appropriate to their needs. Followed by post-assessment to monitor learning and establish interventions where necessary to ensure no child is left behind.
- Termly assessment Progress in Understanding Mathematics Assessment (PUMA) which is a suite of termly standardised maths tests which enable school to track progress, predict future performance and benchmark against national averages.
- Termly White Rose assessments which track against previous block teaching.
- Pupil voice: discussions about their learning.