West Park CE Primary Subject on a Page- Maths

INTENT- What pupils will learn at West Park?

Children become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.	Children can **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language	Children can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

IMPLEMENTATION- What teaching activities are planned at West Park?

Planning For Maths lessons in KS1 and KS2 we follow the White Rose scheme of learning. We have carefully chosen this scheme of learning to ensure Maths is taught with a consistent and progressive approach across the school. This scheme of learning is sequential, meaning that learning happens in small steps (blocks of learning) which is built upon each year. Children in Y1-Y6 also have an additional, short, focussed maths session each day which builds upon arithmetic skills and the teaching of times tables. Year 1-5 follow the Mastering Number Key Stage 2 programme. Year 6 have bespoke daily fluency sessions, focusing on arithmetical skills.	**Recording** Maths work is recorded in a range of different ways across the school. Our Maths teaching and learning follows a concrete, pictorial and abstract approach. The children will use manipulatives and representations to scaffold learning before moving on to recording abstract concepts. The children in KS1 and KS2 have individual Maths books and recording in these books is age appropriate. In Year 5 and Year 6 we also use the White Rose workbooks alongside working in the Maths books.
Assessment We use formative, summative, live and self/peer marking to assess Maths across the school. From Year 2- Year 6 all class teachers use end of term White Rose assessments. These are used to identify gaps and inform our future teaching. Live assessment happens through marking in books, rich questioning and peer work. We also use TT Rock Stars to assess multiplication knowledge and speed of recall.	**Vocabulary** We use our calculation policy to consistently teach maths vocabulary across the school. Key vocabulary is displayed on working walls and in our maths central area and relates to the current unit of work being taught. Key words are introduced at an age appropriate level and associations are made with previous vocabulary taught, so that by the end of KS2, children leave with a rich mathematical vocabulary.
EYFS We use the Mastering Number programme (NCETM) for the planning of Maths in EYFS. This programme also continues into KS1, consisting of short daily 5 minutes sessions. We have chosen this programme as it supports our ethos to secure firm foundations in the development of good number sense for all children. In EYFS, we focus on using concrete resources to embed understanding and extend this into continuous provision.	**Enrichment** Each class from Year 1 –Year 6 has elected a Maths legend, a child who loves Maths and is keen to explore this and share their knowledge with others. These Maths legends will also spend some time helping parents with Maths questions in our open afternoon and parent consultation sessions. They will work with our Maths leads to plan activities for World Maths Day in March.
Adaptation Maths lessons are carefully planned to ensure all children can access the Maths learning. Starting points are considered carefully and noted on plans. Teachers and LSAs use Maths input time for specific teaching for individuals/groups of children. Maths challenges are planned carefully for the children to allow them to approach Maths learning with confidence and independence.	**Values** Let your Light Shine' Matthew 5 we provide opportunities for all pupils to succeed in Maths and for some to really show their love and skill in this area. Kindness – pupils will work collaboratively, listening to each other, to solve challenges. Independence – pupils will independently apply taught skills within their Maths. Creativity - to be able to create their own challenges and ask their own questions about Maths learning.

IMPACT- What will pupils remember and be able to do?

Children enjoy Maths and are motivated to reason and problem solve.	All children make good progress from their starting points.	Children are able to show learning through a variety of representations.	Children use precise mathematical vocabulary.	Children show confidence and independence to answer fluency, reasoning and problem solving questions.	Maths books will show their learning journey and that the children take pride in their work.