



Maths at Rackheath Primary School

Intent:

Maths is a skill we use on a daily basis and is an essential part of everyday life. As a result of this, we have ensured that mathematics forms an important part of our broad and balanced curriculum where we endeavour to ensure that all children, whatever their ability, develop an enjoyment and enthusiasm for maths that will stay with them throughout their lives and prepare them in future life.

As a school, we believe that developing mathematical fluency is an essential life skill for all learners and is a building block to being able to reason and solve problems mathematically. We therefore place great emphasis on the use of concrete resources and pictorial representations at all ages, to enable children to fully understand the concepts and principals behind number to help them develop a deep understanding, confidence and competence in maths.

Finally, it is our belief that maths at Rackheath Primary should be an subject where children feel that they can achieve and an area in which they enjoy solving problems, and making mistakes as a way of learning.

Implementation:

At Rackheath Primary, our Maths curriculum is implemented through:

- Planning that provides breadth and balance, ensuring that maths taught effectively whilst not encroaching on other areas of the curriculum
- Lessons that are relevant and engaging for all
- Scaffolded lessons to match the needs and abilities of all our children to ensure that all pupils are able to excel. These 'scaffolds' may be in the form of returning to concrete resources or pictorial representations. For children who understand a concept quicker, challenges are used to deepen and challenge learners further within the curriculum area.
- Maths will use a concrete-pictorial-approach as a means to developing a solid understanding of mathematical concepts which can be applied in a variety of contexts through reasoning and problem-solving challenges.
- Children receive a minimum of 5 hours maths tuition each week with additional ad-hoc sessions to help develop number proficiency and times tables.
- From Reception to Year 6, we adhere to our calculation policy which outlines the progression of strategies and methods to be taught and also highlights the importance of a Concrete, Pictorial and Abstract knowledge at each stage.
- All classes have access to 'Maths Boxes' in classrooms to allow children to self-select resources that may aide/support their learning.
- Medium Term Plans have been created in line with White Rose small steps, but have altered the order to suit and benefit the needs of our children so that connections between units of learning are easier to recognise.
- We also use White Rose Maths 'small steps' to break down the teaching sequence into small achievable steps as a basis for plans, although we are able to use resources from other known

points (such as the NCETM, NRICH, Third Space Learning) to create a sequence of lessons that allow for the greatest impact.

- Where children require additional support, 'scaffolds' are used to support children further to ensure that they have secured the small step before moving on.
- Times tables play an important part in our maths learning, with children developing their fluency in rapid recall of tables up to 12 x 12 by the end of year 4. Times Tables assemblies and certificates are in place to help support engagement from children. Sumdog is also used both in school and linked to weekly homework tasks to engage children with the learning of these key facts.
- Termly Maths staff meetings ensure that all staff receive regular CPD with targeted objectives to improve the teaching.
- Termly NFER tests allow us to track the progress of children, alongside regular in class AFL to help spot gaps. Other 'small step' assessment is used to highlight progress or gaps of children who may have fallen behind to allow for target support.
- Regular, quick and targeted intervention to support those who need it, without impacting on the breadth and balance of the wider curriculum.

We know that, during school closures, some pupils will have fallen behind their peers. To support this, targeted children are given small group tuition twice a week delivered by a trained professional.

Impact:

Through our mathematics curriculum, we aim to have the following impact on all children at Rackheath Primary:

- All children to have a broad and balanced curriculum with high-quality teaching that meets the needs of all pupils.
- Children will become confident learners of mathematics who are enthusiastic and inquisitive.
- They will have been immersed in a curriculum that allows for self-learning.
- Children will have maths skills that will allow them to solve problems beyond their classroom environment.
- To have a fluency in number that allows them to see patterns.
- To learn to be resilient and continue past mistakes.
- Children to have a love of mathematics and who would want to take the subject further.
- Children to be ready for their next phase of learning and have the skills to apply their knowledge to a wide range of problems in real life.
- **No pupil is left behind.**