

Beeston Primary School - Mathematics Curriculum Statement

Our vision for all our pupils is, "Be all you can be!"

Curriculum

Since September 2018, we follow the White Rose Maths overview as a guide to the order of teaching maths throughout the school. This decision was made after a year trial in LKS2. The small step approach ensures all students will move towards mastery by revisiting the topics time and time again. White Rose schemes interweave prior content with new concepts. Enabling children to practise and consolidate prior learning while grasping links between topics and deepen their understanding.

As both KS2 classes are taught by part time teachers in a job share arrangement, the individual teachers teach separate blocks in separate maths books. This allows the teacher's to use their own professional judgements to decide how long to spend on each small step, ensuring most of the children are secure before moving on.

Intention

By following the mixed aged overview order, children spend longer mastering key skills such as place value, number and calculation. The CPA approach (Concrete, Pictorial and Abstract) is embedded in all maths lessons. In all classes children have access to concrete manipulatives, such as: base 10, place value counters and numicon. Children's confidence in maths has developed through their ability to build and visually represent by drawing their calculations. Children are provided with opportunities to consolidate prior learning of number and calculation by solving problems in a variety of real life contexts within blocks such as fractions, decimals, money, time, statistics, geometry and measurement.

Curriculum Implementation

Maths is taught twice daily throughout the school. One lesson is a daily 10 minutes number fluency session where Fluent in Five is used to practice and consolidate arithmetic skills. The other lesson being an hour long maths lesson taught in mixed aged classes. To develop a sense of enjoyment and a culture of a positive mindset about maths, teacher's regularly use active maths "Maths of the Day" activities to reinforce concepts learnt. Termly fun house activity days are regularly scheduled with a maths focus to enrich the maths curriculum.

Differentiation is achieved through varying the degree of support provided, extending questions, providing or asking alternative representations. All children are provided with opportunities to develop reasoning and solve problems as well as develop fluency. To ensure all children achieve and progress, any misconceptions or gaps in learning are identified quickly and addressed promptly, in future lessons, starters or in individual interventions. Ensuring all children keep up.

Impact

The impact is measured by Cold and Hot tasks. White Rose end of block assessments are used by all teachers, (when available depending on assessment release date and time block taught due to following mixed age overview and job share reordering teaching blocks.) These assessments are used as a pre-block assessment and again at the end of the block.

The White Rose end of term assessments are also used throughout the school to inform teacher assessment. These are similar in layout and style of questioning to Y2 and Y6 Statutory Attainment Tests, consisting of two papers, Paper 1 Arithmetic and Paper 2 Problem Solving and Reasoning. Pupil's progress and attainment are recorded half termly using Pupil Asset.

The impact of the daily fluent in five is measured by and Hot and Cold Calculation task. This consists of age appropriate questions in all four operations are given in autumn term and then again at the end of the summer term to all year groups.

Rebecca Denny

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