

Mathematics at Our Lady of the Assumption

Intent:

The intention of the maths curriculum at Our Lady of the Assumption is that children are taught to become competent mathematicians; we strive to embed the skills and processes necessary to enable children to use and apply their Maths learning in a variety of contexts. We aim to develop children's enjoyment of maths and provide opportunities for children to build a conceptual understanding of maths before applying their knowledge to everyday problems and challenges. Our approach to the teaching of mathematics develops children's ability to work both independently and collaboratively as part of a team. Through mathematical talk, children will develop the ability to articulate and discuss their thinking. By the end of Key Stage Two, children will leave our school prepared for the next step in their mathematical education.

Implementation:

At Our Lady of the Assumption, we recognise that in order for pupils to progress to deeper and more complex problems, children need to be confident and fluent across each yearly objective. To ensure consistent coverage across the school, we use the White Rose Maths Scheme. This scheme ensures children have ample opportunities to practise key skills and allows children to become confident when working on key strategies, calculations or methods. Within the White Rose Maths schemes of learning, each National Curriculum objective is broken down into fluency, reasoning and problem solving; our teachers use the learning challenges to teach for mastery - an approach to extend and deepen the understanding of pupils within each year group. Our teaching staff use this scheme in conjunction with a range of high quality resources to support, stretch and challenge all learners within the classroom.

Each year we celebrate World Maths Day by engaging all pupils in exciting maths challenges and problem solving activities. We take part in Maths Party Day which is organised by the Liverpool Maths Team. At Christmas time we have an Enterprise Day which involves children costing, making and selling a variety of products to raise money for the school.

Key Stage One

Teaching throughout Key Stage One ensures that children in our school are confident to manipulate numbers up to 100. The Key Stage One curriculum provides opportunities for children to develop their competency in place value and the four operations. A high focus is placed on concrete, pictorial and mental strategies to equip children with a readiness for more abstract concepts to be introduced in Key Stage Two. Teacher's model correct mathematical vocabulary and children are expected to use this vocabulary to articulate their ideas.

Key Stage Two

Teaching throughout Key Stage Two builds on the solid foundations of the previous key stage. Children are introduced to formal calculation methods in Year Three and these are developed and built on each year in line with age related expectations. The frequent opportunities to reason and problem solve in real life contexts, provided by teachers, develops their conceptual understanding and prepares them for the statutory end of key stage assessments.

Impact:

Summative assessment takes place at the end of each term and children's progress and attainment is discussed in pupil progress meetings. Formative assessment takes place on a daily basis and teachers adjust planning accordingly to meet the needs of their class. Attainment and outcomes in mathematics have a prominent focus throughout our school. The teaching of mathematics is monitored frequently by leaders through lesson observations, book scrutinies and pupil interviews.