

# Maths



‘Excellence in education, kindness in the community, courage through faith.’

## Intent

At St Jude’s, we recognise the importance of a firm foundation in maths. In accordance with the objectives set out by the National Curriculum, we provide our children with the skills and knowledge to allow them to become good mathematicians in secondary education and beyond. We aim for our pupils to become **fluent** in the fundamentals of mathematics, be able to **reason mathematically**, and to apply their maths knowledge to **solve problems**.

Our pupils explore maths in depth, using mathematical vocabulary to reason and explain their workings. Pupils are taught to show their workings in a concrete, pictorial and abstract form. They are taught to explain their choice of methods and develop their mathematical reasoning skills. We encourage resilience, adaptability and acceptance that making mistakes is often a necessary step in learning. Our curriculum allows children to better make sense of the world around them, relating the pattern between mathematics and everyday life.

At St Jude’s we aim to dispel the myth that mathematics is an inherent skill known only to a few. We believe our curriculum allows every pupil, regardless of ability, to enjoy mathematics, appreciate the magic of mathematics and feel empowered to achieve excellence in maths.

## Maths At St Jude's

At St Jude's, our maths lessons are based on the White Rose Maths scheme of work.

At St Jude's we use the White Rose Maths scheme of learning. The core of White Rose Maths is the maths mastery approach, which focuses on depth rather than acceleration, ensuring that key concepts are fully grasped before moving on.

It is a research-driven teaching and learning method that meets the goals of the National Curriculum.

In Early Years Maths vocabulary and concepts are introduced from the moment pupils step through our door, from finger rhymes and counting of snacks, to recognising shapes in our environment. By reception this has progressed to short, more formal teaching sessions, with small group follow up activities and provision in the environment that provides further opportunities to develop these skills.

In KS1 and KS2 lessons, activities are adapted for pupils, where needed, mainly through adult support or use of pictorials and manipulatives. Flashbacks are used to keep prior learning from being forgotten.

We have chosen to teach maths in year group lessons rather than mixed classes.



Implementation

### Early Years

### KS1

### KS2

#### Mastering number

Mastering number is a programme that intends to develop firm foundations in the development of good number sense for all children. Short sessions take place 3-5 times a week in addition to maths lessons, either whole class or in small groups, focusing on recall and recognition of numbers and number facts, using visual and physical resources. Children also have access to Numbots online to practise these skills.



#### Mathletics & Number Sense – Times Tables Fluency

Every child is given access to Mathletics, an online platform with maths activities and games. The activities link to White Rose lessons and provide instant feedback to the children. Live Mathletics allows them to practise arithmetic skills against the clock, other children or the computer.

To support the children in learning their Times Tables facts, we use the scheme Number Sense – Times Tables Fluency. It helps children build secure understanding and quick recall of key multiplication and division facts through a clear, step-by-step teaching approach. By mastering 36 essential facts, children learn all times tables up to  $9 \times 9$  (and their related division facts), with later support for the 10, 11 and 12 times tables to prepare for the Year 4 Multiplication Tables Check.




#### Spoken Language

Spoken language development begins in nursery and underpins all curriculum areas.

There are opportunities for purposeful talk across the curriculum. We use a range of strategies such as talk partners, and group discussion to encourage all children to listen carefully and actively, valuing and responding to others viewpoints and opinions.

Key maths vocabulary is explicitly taught at St Jude's and there is a clear progression of vocabulary development. Reasoning skills are supported through sentence stems and verbal rehearsal and practise of information. Children are always encouraged to explain the 'why?' and the 'how?'

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|-----------------------|--|---|---|--|
| <b>Implementation</b> | <b>Maths At Home – KS1</b>   |   | <b>Maths At Home – KS2</b>  |  |
|                       | <p>Parents are kept informed of their children’s maths progress through informal catch ups and more formal parents’ evenings and reports.</p> <p>SPLAT sessions are held throughout the school year to demonstrate how maths is taught and how parents/carers can support at home. In KS1 maths homework tasks are set fortnightly to reinforce skills taught in class.</p> <p>Maths resource packs are available for parents to purchase from the school, and provided for those families that need them.</p>   |   | <p>Parents are kept informed of their children’s maths progress through informal catch ups and more formal parents’ evenings and reports. Further information can be found on the website.</p> <p>The children are set weekly activities on Mathletics to complete at home.</p> <p>The children are also encouraged to practise their times tables at home.</p>   |  |
|                       | <p><b>Wider curriculum</b></p> <p>The Cornerstones Curriculum provides the Topic Driver for all of our learning each term. Opportunities are provided for interconnected threads across the curriculum, allowing children to encounter and revisit their learning through a variety of subject lenses. Over time, these encounters help children to develop a better understanding of increasingly sophisticated information and ideas.</p>  <p><b>Cornerstones</b></p> |   |   |  |
| <b>Impact</b>         | <b>Maths At St Jude’s C of E Infant School</b>   |   | <b>Maths At St Jude’s C of E Junior School</b>  |  |
|                       | <b>Assessment</b>  | <b>Feedback and Intervention</b>  | <b>Assessment</b>   | <b>Feedback and Intervention</b>   |
|                       | <p>Children are monitored and assessed regularly through formal and informal approaches. In the classroom, whiteboards and questioning are used to check understanding and feedback is given within the lesson wherever possible.</p> <p>Children in Early Years work towards their Early Learning Goals. In Key Stage One summative assessments take place termly. Judgements are moderated both internally across year groups and externally with other schools from the local area. The school opts into KS1 SATs assessments.</p>                      | <p>Through rigorous monitoring, teachers identify children who require additional sessions and/or activities. This may take place using Mastering number resources, recapping class teaching, or filling identified gaps in learning.</p> | <p>Children are monitored and assessed regularly through formal and informal approaches. In the classroom, whiteboards and questioning are used to check understanding. The children are formally assessed once a term. The assessments test the children’s arithmetic, reasoning and problem-solving skills. Year 4 children also sit a Multiplication Tables Check assessing their knowledge of the times tables up to 12x12</p> <p>Year 6 maths is also formally assessed using the KS2 SATs test.</p> | <p>Teachers and teaching assistants provide on the spot, immediate feedback in lessons where possible, either with individual pupils, groups or whole class.</p> |
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