Colossians 3:23, ‘Whatever you do, work at it with all your heart’.

Mathematics

Intent

Our intention is that Huby’s mathematics curriculum is accessible to all and that it will maximise all children’s academic achievement. We will deliver engaging lessons to ensure pupils feel confident in maths and feel prepared for the Key Stage 3 curriculum. We want children to make connections across maths ideas to develop fluency, mathematical reasoning, and be competent in solving increasingly complex problems. At Huby Primary School, we intend for our pupils to be able to apply their mathematical knowledge to science and other subjects. We want children to value the importance of maths and to know that it is essential to everyday life and employment.

At Huby CE Primary School, we deliver our maths curriculum to ensure it follows the key aims of the National Curriculum. We aim to ensure that all pupils become fluent in the fundamentals of mathematics so that they can develop solid conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. Children are taught to reason mathematically by following a line of enquiry and find connections whilst using mathematical vocabulary.

Implementation

Our maths curriculum follows the White Rose 3.0 planning to carefully sequence knowledge, concepts, and procedures so that mathematical knowledge and skills are built systematically over time. Children in EYFS also follow the White Rose planning along with Mastery of the Curriculum which is used to support the nursery children. This planning helps to prepare our children for the national curriculum in KS1 (see links to NC document)

Due to a whole class, step by step mastery approach, children at Huby CE Primary can progress through the curriculum at the same pace. Our curriculum is designed for pupils to keep up, not catch up. However, where children are currently not yet at the expected standards, interventions are in place using Plus 1 and the Power of 2. As a school we use SNAP assessment to identify children’s specific learning difficulties which we share with parents where appropriate. SNAP assessments provide the basis for interventions. We use whiteboards effectively to assess

children's knowledge, including times tables and number bonds, and to ensure the children understand the foundations of maths. We differentiate our mastery approach through targeted questions and challenging higher order thinking. Because of our concrete-pictorial-abstract approach, children learn to see the connections in maths and understand that maths can be represented in different ways. The White Rose Maths curriculum that we follow provides sufficient opportunities for planned revisits of previously learned knowledge; this is to ensure that, once learned, maths knowledge becomes deeply embedded in pupils' memories; freeing pupils' attention to work with independence and apply their maths knowledge to more complex problems. We supplement our White Rose planning with reasoning and problem solving from White Rose, NRICH and I See Reasoning so children with a sound knowledge have the opportunity to deepen their understanding.

Each objective will be taught using a mastery approach for the children to attempt fluency, varied fluency and reasoning or problem solving. Children work through the White Rose booklets to show their understanding and those children who were unable to grasp the concept will be supported by a teacher or teaching assistant using concrete resources to ensure all children have met the day's objective. By approaching teaching in this manner, adults can quickly assess understanding and scaffold or stretch children as necessary throughout the lesson. Teachers include real world contexts to their questions where appropriate to embed an understanding of maths in the outside world. Live marking is utilised in lessons by both teachers and teaching assistants to address any issues and to inform future planning. Teachers plan lessons using their own professional judgement, daily formative assessment and feedback from pupils. Feedback is provided to pupils verbally, through live marking, peer marking and self-marking.

Although we follow White Rose planning, teachers use their professional judgement to determine how long to spend on a particular objective to ensure it is taught to full mastery understanding. In EYFS, the teachers also supplement the White Rose scheme with Mastery of the Curriculum to ensure their planning and lessons are appropriate for the nursery children. Children in Reception are taught using White Rose Planning. Children in Nursery are prepared for Reception with short lessons devised from Mastery of the Curriculum.

Children will be assessed through SATS at the end of Year 2 (optional from 2024) and 6. Other summative assessment points come at the end of each term, where their retrieval skills are put to the test using NFER assessments. The subject leader uses OTrack and FFT Aspire to track progress and set challenging targets.

Impact

Children at Huby CE Primary School know how and why maths is used in the outside world and in the workplace. They know about different ways that maths can be used to support their future potential. Maths skills and concepts are mastered when a child can show it in multiple ways, use mathematical language to explain their ideas, and can independently apply concepts to new problems in unfamiliar situations. Children can also demonstrate quick recall of key facts and procedures.

In lessons, pupils will be heard using correct vocabulary, use methods and procedures independently and show resilience when tackling problems. Children will be able to understand maths concepts in different contexts and using a range of representations.

At the end of each year, we expect children at Huby CE Primary to have achieved Age Related Expectations (ARE) for their year group and/or show good or accelerated progress from autumn to summer term. Some children will have progressed further and achieved greater depth. Children who are working outside of their year group will show good progress in their understanding of mathematical concepts.

2023 Performance Data

	At	GD	National At	National GD
KS2	100%	55%	73%	25%
KS1	70%	17%	70%	16%
EYFS Number	100%			
EYFS Numerical Patterns	92%			