

Church Hill School MATHEMATICS Curriculum Implementation

Wellbeing

We believe fostering positive mental health and wellbeing is the foundation for all learning and growth. Our curriculum, including the 'hidden curriculum' of school culture, supports all pupils to develop a positive self-image and equips them with the knowledge and skills they need to look after their mental and physical health.

Respectful

Friendly

Determined

Kind

Courageous

Tolerant

Planning

Teaching

Assessment

**Review and
Development**

**Inclusion and
diversity**

**Cultural Capital
and Partnership**

All year groups from Reception – Year 6, use the White Rose Maths Hub as a springboard for planning. White Rose long term and medium term plans and objectives are used so that there is full coverage of all of the mathematics curriculum and that units follow a logical progression.

Teachers design bespoke lessons for their classes drawing on a range of resources including White Rose so that all learners are effectively supported and challenged.

A clear calculation policy sets out school expectations and progression across the four main number operations. Knowledge organisers set out the key vocabulary and knowledge to be learnt in each unit.

Provide opportunities for pupils to revisit and secure fluency in key number facts and operations through early morning fluency tasks and additional weekly arithmetic lessons.

Explicitly teach new vocabulary which is modelled and visibly displayed, and expect children to use this accurately.

Use concrete resources and pictorial representations to support understanding before moving to the abstract.

Provide all pupils with regular opportunities for independent and group reasoning and problem solving activities.

Use skilful questioning to promote deeper thinking and check and secure understanding

We assess children's prior knowledge before beginning the teaching of each unit to ensure that lessons are ambitious and supportive for all children.

We use formative assessment throughout the teaching of each unit and adjust planning as required.

We use NFER arithmetic and reasoning tests each term from summer term Y1-Year 6 to support teacher assessment and identification of children's next steps.

Pupil books and assessment inform termly pupil progress meetings and future planning for interventions to support them to keep up.

Feedback is in line with our feedback policy.

The Maths Subject Leader completes the following activities to ensure that Maths is implemented in line with our agreed approach and that pupils are achieving well in this subject:

-Book Looks

-Subject Leader Surgeries

-Staff training

-Shared planning

-Learning Walks and lesson observations.

-Team or modelled teaching

The Subject Leader attends Barnet Maths Network meetings for Subject Leaders and specialist training as available to ensure she has expert and up to date knowledge of best practice.

Children who not making the required progress or meeting age related expectations are given extra support through booster sessions before or after school, and support in class. Interventions are evidence based and include precision teaching and First Class at Number.

There are high expectations of **every** child, and all pupils are expected to be supported to access reasoning and problem solving.

Challenge is through deepening and securing the learning by applying it in a wide range of contexts and requiring pupils to link concepts rather than acceleration onto new content.

Children will be exposed to the work of significant mathematicians from a diverse range of backgrounds during Maths Week.

Our teaching of Mathematics is closely linked to our school's value based ethos. We provide opportunities for pupils to develop and demonstrate determination and courage to persist with challenges.

We place a strong emphasis on the importance of our partnership with parents and support them via workshops, curriculum information and videos so that they have the confidence and knowledge to support their child.

Home learning opportunities consolidate concepts that have been taught in class, and support pupils to become fluent in key facts. Online programmes which provide immediate feedback and subject knowledge support for parents such as MyMaths and Times Table Rockstars are used.