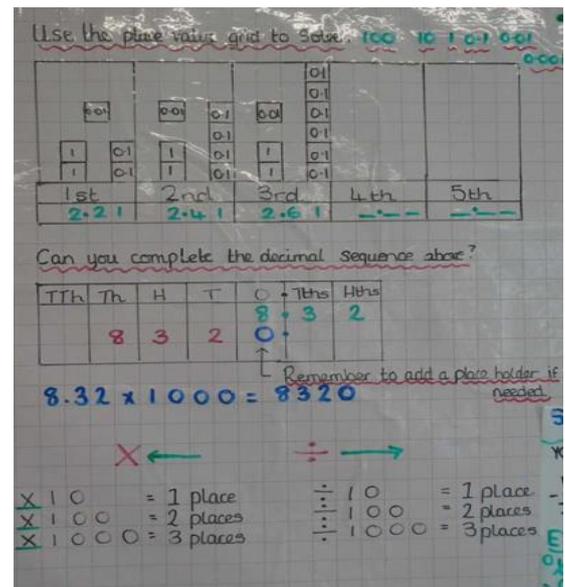
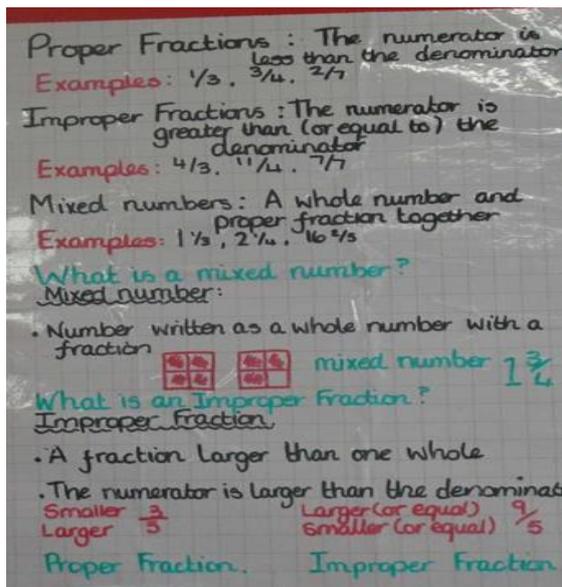




Our Maths Curriculum

Our Maths Leader is Mrs Kilroy



Our Curriculum Intent

By the time our children leave at the end of Year 6 ...

- Children to have a positive attitude and belief that they all can succeed in Maths.
- Children to be self-motivated to improve subject knowledge by being offered a range of awards for them to work through.
- Children to have high aspirations to challenge themselves to achieve great things, taking responsibility for their learning and future success.
- Children to reason confidently using appropriate mathematical vocabulary.
- Children to be fluent in maths, have a good number sense and be able to choose the most appropriate method for the task at hand.

For staff

- Staff to feel confident using professional judgement when planning, to allow greater time to teach concepts when needed. This will ensure that all learners understand what they need before moving onto more complex and abstract maths.

Our Curriculum Implementation

- There will be a dedicated 60 minutes mathematics lesson everyday:
- Teachers will use the mastery approach to planning daily lessons.
- direct teaching and interactive oral work with the whole class and groups:
- ongoing development of mental calculation skills.
- access to a full range of manipulatives .
- daily opportunities for reasoning.
- Conceptual and procedural variation will be planned to ensure children see connections.
- To provide high-quality teaching that is interactive, engaging and contextual
- Fluency lessons to be planned and delivered daily outside of the Numeracy lesson.
- To encourage the children to explain their mathematical thinking orally and display their mathematical thinking using a variety of representations.
- To encourage children to develop and apply their mathematical skills in real contexts through the study of other curriculum areas.
- To ensure that children are able to use and apply mathematics in a variety of ways.

- To ensure ICT is used when appropriate to best support learning.
- Working walls will be used to show the journey of learning through topics. They will model correct use of vocabulary and STEM sentences.
- Parents will be well informed on the learning in the classroom through Class dojo- working walls.

Our Curriculum Impact

Summative assessment takes place at the end of each term and children's progress and attainment is discussed with senior leaders 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 academy. The teaching of mathematics is monitored frequently by leaders through lesson observations, book scrutinies and pupil interviews

Latest Numeracy pupil conferencing comments:

Year 6 pupils were particularly enthusiastic talking about their lesson on budgeting; 'We have got to plan Mrs Duchemin's holiday, we have to plan everything and work out the cheapest way. She has a dog and 2 children and then compare with Mr Johnson who only has 1 child. It's really fun and it's good because its real life and something we might have to do.' **These are a series of lessons the children are doing after their recent SATS, and other real life tasks have also be planned.**

The children across the school spoke positively about the working walls;

'What we learn in lessons goes up on the working wall so we can look at it at any time.'

'The vocabulary we are supposed to use is on the working wall to help.'

'STEM sentences are written on the wall and if we forget we can look at them.'

The working walls have made a positive impact and all children said they were useful.

Do you respond to your feedback in your books?

'My book is always marked and I look at it in the morning to see if I need to do anything.'

'If there is not time in morning challenge then we get time in the lesson to do feedback.'

'If I get something wrong my teacher might help me by writing how to do solve.'

How could we make Numeracy even better at Hazeldene?

'More maths lessons outside.'

'More treasure hunts like the maths trails we did.'

'Working together to solve problems more.'