Subject on a page - MATHS

Intent Statement

The maths curriculum at William Booth closely follows the mastery approach in order to ensure all children are fluent in the fundamentals of maths as well as being able to confidently reason and solve a range of challenging problems. We strongly believe that all children can achieve in maths and our teaching and learning reflects this. Children in years 1-6 follow the Maths No Problem scheme which ensures that children are exposed to a range of deeper thinking tasks every lesson as well as being given the opportunity to develop their mental skills. In every year group, learning is built upon using a range of contexts and representations and time is given to explore concepts in details to aid children's understanding. Therefore, learning is sustainable over time, within and across year groups.

Reception class follow 'Mastering Number' which secures firm foundations in the development of good number sense for all children. Reception class teachers work closely with the year 1 teacher to ensure the smooth transition between Reception and 'Maths No Problem' in year 1. In the final term of Reception teachers ensure that any gaps in knowledge are filled- encouraging children to become secure with writing their numbers as well as ensuring confidence with space and shape.

Implementation: Scheme

Year 1-6 follow the 'Maths No Problem' scheme. Teachers are all given a coverage map which outlines what to teach when to ensure appropriate time is spent exploring concepts.

Reception follow the scheme 'Mastering Number'.

White Rose Maths is used to supplement learning when appropriate.

Implementation: Resources

Textbooks and workbooks are used across school in order to access the schemes of work. Year 1 and 2 use the MNP workbooks to record their written work. Whereas Year 3-6 use green maths books to encourage clear and consistent methods to support knowledge.

Maths resources are available for learning and these reflect the resources needed to compliment our learning schemes.

Implementation: Curriculum links

Maths is a 'stand-alone' subject which does not have direct links to the curriculum. However, teachers seize opportunities to incorporate maths reasoning skills and problem solving where appropriate.

Implementation: Teaching and Learning approach

We follow an assess-teach-assess model.

Learning follows a scheme but teaching resources are adapted to suit learning needs and cohorts.

Teachers and support staff use Afl throughout the lesson and use this assessment to inform and implement further support or challenge.

Maths lesson are flexible spaces where learning from a scheme is adapted and supported continuously.

Implementation: Environment

Each classroom has a maths working wall. This contains key methods and resources that support learning. These resources are also available on each child's iPads for them to access at any time.

Manipulatives are available in every classroom.

Impact: Evidencing

Children record work in their textbooks (year 1 and 2) and their green maths books (years 3-6). When appropriate, ipads are used to record learning.

In the first half term of year 1, children's work is recorded on the iPads due to a focus on transitioning between two different schemes and longer maths sessions.

Reception class record all learning in a whole class 'maths book'. Images and verbal records of lessons and learning are recorded.

Impact: Assessment

Using our assess-teach-assess model, AfL is used throughout every maths lesson.

The use of MNP 'Explore' and 'Guided Practice' tasks ensure that children are given opportunities throughout one lesson to discuss and have a go at questions. These provide numerous AfL opportunities for teachers which in turn influence support during 'Workbook' activities and influence pre-teach and intervention sessions.

Implementation: Feedback

Children are given regular feedback. This comes in two mains forms:

1) Throughout every lesson, children have opportunities to discuss and answer questions. They receive feedback on these through teacher feedback and self-evaluation (in upper KS2). This then informs the support or challenge they receive in that lesson.
2) Every lesson is marked and children receive appropriate feedback on this. If a child needs more support as a result of this marking, they are supported in following lessons.

Implementation: How groups are supported

(SEND, GDS, PP, disadvantaged, EAL)

We follow a mastery approach to maths. Children are given support through pre-teach sessions, manipulatives and adapted questions in order to access the same learning.

For children who are working at a pre-key stage level, key knowledge gaps are identified by teachers and White Rose Hub is used to support learning. Children are able to access further support through digital technology alongside one-to-one/small group sessions and pre-teach groups.

Adaptive teaching strategies ensure all learners can access the lesson and learning is not capped for any children.

Impact: Subject Evaluation Process

At William Booth, we expect to implement our excellent curriculum highly effectively in all subjects. All subject leaders carry out an in-depth review of their area, at least annually but often more, called the 'Subject Evaluation Process'. This involves an in-depth analysis of their subject using a series of high-quality standardised documents. Subject leaders will:

- Use books and showbie to assess evidence of subject area being taught in all year groups
- Cross reference 'curriculum overview' documents to evaluate quality of evidence of T&L
- Carry out a pupil voice with a small group of children from across school
- Analyse the progression of skills being taught across year groups
- Complete a WWW/EBI feedback form to be shared with Curriculum Lead
- Action plan next steps for their subject area (this could be support or specific feedback for an identified member of staff around implementation/subject knowledge, joint planning, observation of excellent practice, whole school staff meeting on subject area etc)