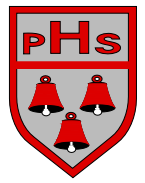


Heighington CE Primary School

'Life in all its fullness' (John 10:10)



As a village school, we acknowledge our role in our community. Our curriculum is constantly evolving, responding to the needs of our learners and their interests by enhancing learning experiences and raising awareness from our local area to national and global arenas.

Intent:

For children to fall in love with Maths, we must show them all how exciting we find the power of mathematics.

The 2014 National Curriculum for Maths aims to ensure that all children:

- Become fluent in the fundamentals of Mathematics
- Are able to reason mathematically
- Can solve problems by applying their Mathematics

It is our intent that high-quality teaching of Mathematics, as a core subject, will enable the children to become competent and independent mathematicians. We subscribe to the 'mastery approach' to teaching maths - instead of learning mathematical procedures by rote, we want pupils to build a deeper, conceptual understanding which will enable them to apply their learning in different situations as they move through school and beyond, recognising the importance of Maths in the wider world. We aim for each child to be confident in each yearly objective and to develop their ability to use this knowledge to develop a greater depth understanding to solve varied fluency problems as well as problem solving and reasoning questions.

We are committed to nurturing a culture where children love Maths, experience success in the subject and have the ability and confidence to reason mathematically.

Implementation:

At Heighington CE Primary School, children study mathematics daily, covering a broad and balanced mathematical curriculum including elements of number, calculation, geometry, measures and statistics.

Alongside daily maths sessions, an additional 15 minutes a day is spent focusing on 'Early Work' (addition, subtraction, multiplication, division and fractions) to build fluency and precision.

Daily Maths lessons follow a consistent format across the school.

We focus not only on the mathematical methods but also on mathematical vocabulary and use 'Maths Mastery' strategies to broaden and deepen mathematical understanding – for example, children are encouraged to physically represent mathematical concepts. Objects and pictures are used to demonstrate and visualise abstract ideas, alongside numbers and symbols. Our Mastery approach has been further developed with the introduction of Rekenreks in 2021 to EYFS and KS1. These provide children with a concrete, physical object to help develop and deepen their understanding of numbers.

To support our Maths curriculum, we use the White Rose schemes of learning to ensure that the coverage for the year is completed, complementing these with Power Maths resources. We are also following the Mastering Number programme (Rekenreks) from The National College for Excellence in Teaching Mathematics (NCETM).

From the 2019/20 academic year onwards, schools in England are required to administer an online multiplication tables check (MTC) to year 4 pupils. The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided. To support the children with their multiplication practice, we use 'Times Table Rockstars' as an online and fun learning platform which also offer resources to be used in the classroom.

Impact:

A mathematical concept or skill has been *mastered* when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations. Throughout each lesson formative assessment takes place and feedback is given to the children through marking and next step tasks to ensure they are meeting the specific learning objective. Teachers then use this assessment to influence their planning and ensure they are providing a mathematics curriculum that will allow each child to progress.

The teaching of Maths is monitored on a termly basis through book scrutinies, learning walks and lesson observations. Each term, children from Year 2 and

above complete a summative assessment to help them to develop their testing approach and demonstrate their understanding of the topics covered. Key Stage 1 use previous SATs papers (Year 2) and CGP resources whilst Key Stage 2 use a combination of HeadStart, previous SATs papers (Year 6) and CGP resources. The results from both the formative assessment and summative assessment are then used to determine children's progress and attainment. If progress is not being made, support is immediate and steps provided to ensure all pupils achieve and make progress.

Children in our school have a 'love' for maths and we want to develop this beyond our school.