



## Intent

It is our intention that our Maths curriculum ensures that the National Curriculum requirements are not only met, but the children at Westdale Infants will receive a broad and rich learning experience. We follow the structure of 'Maths No Problem' to ensure we are teaching maths for mastery. When taught to master maths, our children develop their mathematical fluency without resorting to rote learning and are able to solve non-routine maths problems without having to memorise procedures. Maths teaching and learning provides children with the opportunity to become number fluent and increase their problem solving and reasoning ability. Children experience learning in a variety of ways, using different resources and approaches including 'concrete, pictorial and abstract' methods. Making maths learning link wherever possible to topics gives the learning purpose and meaning and enables the children to see real world applications.

The calculation policy was updated in Spring 2020 and shows progression in each calculation strategy, showing concrete, pictorial and abstract methods. To enable improved fluency, reasoning and problem solving we have ensured that subitising strategies are taught from F2 through to Year 2 on a daily basis.

Maths reflects our vision and values by lessons being fun and exciting as well as enabling the children to work collaboratively and supportively. The children are encouraged to be independent, resilient and supportive of one another. They take pride in their achievements and efforts, recognising the importance of making mistakes and learning from them.

### Maths and our school drivers:

**Celebrating Difference:** through our links to topics and other subjects, recognising and applying maths in real life scenarios such as data collection and handling. **Communication:** providing the children with mathematical vocabulary and the ability to explain their reasoning. **Creativity:** enabling them to apply their skills in a variety of different ways, to select chosen methods and explore open-ended problems. **Kindness:** through collaboration and peer support, consolidating personal learning through encouraging peers through positive examples, modelling and explanation.



## Maths Curriculum Offer



## Implement

At Westdale we believe that nothing has been learnt until it is in your long term memory. Our maths delivery enables pupils to continue to practice key skills and apply them in a wide variety of contexts. The maths curriculum is mapped out according to 'Maths No problem' and assessed against termly progressive steps. The teaching and learning of maths is delivered through daily maths sessions which incorporate number fluency activities, consolidation of past learning and exploration and application of new skills and curriculum content. Number fluency tasks and consolidating past topics and learning keeps it fresh in children's minds and ensures greater long term retrieval and application.

Classes work through the programme of study at the same pace with ample time on each topic before moving on. Ideas are revisited at higher levels as the curriculum spirals through the years. Through our star challenges we ensure learning contains challenging components whilst offering pupils some independent choice through personal reflection. In children's learning books, you should see a variety of fluency and problem solving activities, providing children with an opportunity to apply previously taught skills in order to embed and excel in the subject.



## Impact

The impact of our Maths is measured through our monitoring cycle. This includes book scrutiny, learning walks, pupil voice, progress data and curriculum intent reviews. The process of review and monitoring enables the subject leader and CLT to discuss and formulate a SEF and an action plan for improvement, this is shared with all staff and then actioned in each year group and class.

We assess and track maths progress across the year, looking for those who are working above, at or below age expected. Teacher judgements are backed up through team moderation and whole school moderation as well as SATs in Year 2.

Our curriculum impact should evidence;

- Children are number fluent and are confident exploring number.
- Children are confident in using the four operations.
- Children are accurate with a range of arithmetic methods.
- Children are confident in applying their learning in a variety of different contexts.
- Children have the required skills to apply their knowledge in problem solving and reasoning questions.
- Children know which equipment to use to support their learning.
- Children are equally confident in concrete, pictorial and abstract learning.
- Children have an increasing appreciation of maths in the real world.
- Children can articulate and explain why maths important and how it works for them.
- Children can apply our learning powers to their maths studies, developing greater independence, resilience, perseverance and reflection.