

Rushbrook Primary Academy

Maths Curriculum Statement

Intent

At Rushbrook we agree that high quality mathematics education provides

“a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject” (National Curriculum in England: Mathematics Programmes of Study, 2014)

We believe that all children should be able to explore mathematical ideas with confidence and enjoyment. Children can learn mathematics best through the Concrete- Pictorial- Abstract (CPA) approach. They are supported during lessons, in developing their conceptual understanding, securing key skills and applying their knowledge fluently, rapidly and accurately. Our children are given opportunities to develop mathematical reasoning and to talk confidently expressing their ideas in a collaborative, creative and respectful environment. We believe that appropriate ‘stretch and challenge’ should be provided for all children. There is no ceiling on their achievement.

Implementation

At Rushbrook, we use a mastery approach, which involves children in problem-solving, reasoning and developing mathematical fluency. The *Maths: No Problem!* Programme is in place from years 1 to year 5 and will be in place in year 6 from September 2020. It has a structured CPA approach and provides clear progression, is self-checking and provides consistency across the phases.

We are using common representations and practical equipment to support children’s understanding through activity, development of mental images and use of pictorial and verbal reasoning. We are using questioning to elicit misconceptions and encourage re-thinking for secure and flexible understanding. We are using talk partners to develop a shared experience and confidence in mathematical language and expression.

In the Early Years Foundation Stage (EYFS) we use the Montessori approach. Initial provision is for the enrichment of number. The use of counting games and rhymes promotes and secures the ability to count to ten out loud and these are used alongside incidental opportunities to practise and reinforce the concept.

Specific Montessori didactic material is provided for assisting the child in learning basic numeracy skills. The materials are designed to subtly introduce the child to other concepts such as the cardinality of number. After the child has worked through and shown

competency in the initial materials then they are able to move on to place value (up to 9999), number bonds to ten and addition and subtraction.

Impact

Our Key Stage 1 and Key Stage 2 curriculum is based upon Maths: No Problem! which is fully supported by the Department for Education as it meets the requirements for the new curriculum. The Maths: No Problem! primary series has been created specifically for children in the United Kingdom and is fully aligned to the 2014 curriculum. The resources provide all the tools teachers need to teach the maths mastery with confidence and encourages children to talk and develop mathematical language. We measure our impact in the following ways:

- Termly assessment using the Maths: No Problem! assessment papers. We also use SATs papers in years 2 and 6. These papers are standardised and allows school to track and monitor progress, predict future outcomes and benchmark against national averages.
- A reflection on standards achieved against the planned outcomes.
- Children's discussion on their learning.
- The use of RICH marking.

