Maths statement: Creeting St Mary CEVAP

Intent

It is our intention in maths at Creeting St Mary CEVAP to develop in all young people fluency and problem solving skills in maths going hand in hand with a passion for learning the subject. When planning for the maths curriculum, we intend for children to have the opportunity to develop their fluency skills through daily maths sessions whilst mastering the subject during daily lessons. We plan for the children to move from concrete to pictorial to abstract through a unit of work whilst providing a variety of problem solving questions in various contexts. We also individualise our learning for children with specific needs through intervention groups and tailored sessions.

As children progress through the year groups, they build on their skills in working mathematically in different area of the curriculum. We follow progress maps to ensure that teachers have a strong understanding of both previous and prior learning.

Teachers in each class work towards teaching most objective every term so that the children have the opportunity to consolidate their prior learning. They are provided with a framework for teaching the objectives but have the flexibility to adapt their timings as required by the needs of their class.

We recognise the importance of mathematical vocabulary and how a good knowledge of key words can develop the children's learning.

Implementation

In order for children to learn more we focus on two key strands, fluency and problem solving. With fluency, the teachers use different resources to provide the children with questions based on their key skills. This gives the teachers the ability to revisit key skills and objectives on a regular basis.

Maths lessons are taught in a structured sequence whereby prior learning is always considered and revision of key concepts is undertaken. Key vocabulary is introduced and revisited throughout a series of lessons. Lessons are planned to include concrete, pictorial and abstract elements wherever possible and all lessons are encouraged to have a word problem plenary to help assess understanding. Teachers are encouraged to teach maths in other areas of the curriculum wherever possible, particularly with strands such as data and measurement.

Teachers are supported by subject leaders to ensure that all staff have accurate subject knowledge. Progression maps are provided for each strand to enable teachers to have a stronger understanding of previous and future learning.

Through a variety of activities and learning methods we aim to inspire the children and develop their passion for the subject.

Impact

Maths learning is loved by pupils across the school. This was clearly evident in recent pupil perception surveys and observations. Teachers have higher expectations and this is clearly evident is children's books.

Children's key fluency skills are clearly improving across the school with the daily practise and teachers feel this is helping the children moving into problem solving sessions.

Children are feeling more confident with problem solving and are particularly using pictorial methods effectively. It is evident in classrooms that children are being exposed to more opportunities for problem solving.

Children are more able to speak confidently about their learning in maths. End of unit tests take place every half term and the results are then used to adapt planning and create intervention groups going forwards. The curriculum lead also monitors the results and identifies individuals who may need supporting further.

The learning environment across school promotes a positive attitude towards maths and equipment is provided for children to use when they wish to.

Maths is being taught in a cross curricular way and there is evidence of maths work in some subjects.

Parents of children in year 2 and year 6 are invited into school at the start of the year to introduce new concepts and methods and have a better understanding of the curriculum. In the future we will invite parents from other year groups as well.