SUBJECT ON A PAGE Maths

AT RIDGEWAY FARM WE FOLLOW A MASTERY APPROACH AND HAVE CHOSEN TO USE WHITE ROSE MATHS TO UNDERPIN OUR MATHEMATICS CURRICULUM AS IT PROVIDES AN AMBITIOUS, CONNECTED CURRICULUM THAT IS ACCESSIBLE TO ALL PUPILS AND HAS A CLEAR PROGRESSION THROUGH THE PRIMARY YEARS AND BEYOND.

Intent – We aim

Develop resilience, confidence and self-belief; enabling our children to become fluent in the fundamentals of mathematics as well as develop their ability to reason and problem solve.

Introduce new mathematical concepts and develop reasoning and problem solving skills using concrete resources, pictorial representations and finally numbers and symbols.

Place great importance on mathematical language and questioning so pupils can discuss their understanding and develop their thinking.

Equip all children with the mathematics they need to master the curriculum for each year group: recalling key number facts with speed and accuracy, develop their ability to apply mathematical skills with confidence and understanding.

Foster a love of learning; developing curious minds that are willing to take risks and experiment with ideas. Our aim is to develop a generation of children who leave Primary education believing that they can be successful mathematicians.

Implementation – How do we achieve our

At Ridgeway Farm, we use the CPA (Concrete, Pictorial and Abstract) approach to help children understand mathematics and make links in their learning. We implement our approach through high quality teaching, delivering appropriately challenging work for all individuals. To support us, we have a range of mathematical resources in classrooms including Numicon, Base10 and counters. A calculation policy is used across the school to ensure that there is a clear progression and consistency of calculation methods. In EYFS, children experience daily mathematics learning through whole class teacher input; teacher directed tasks and child-initiated play. Opportunities for mathematics is developed through daily routines and all areas of learning. In Year 1–Year 6, a daily Maths lesson is taught.

A Consistent Approach

At Ridgeway Farm, we follow the White Rose Maths scheme of learning which is a curriculum that is accessible to all children from Reception to the end of Year 6. White Rose supports us to ensure that our pupils become

Visualisers–Making connections between different representations.

Describers–Discussing the mathematics they are doing, and so support them to take ideas further.

Experimenters–Loving and learning more about Mathematics.

Clearly Structured Learning

To learn mathematics effectively, **some aspects have to be learned before others**. For example, place value needs to be understood before working with addition and subtraction, addition needs to be learnt before looking at multiplication (as a model of repeated addition). The White Rose Maths scheme supports this, by placing emphasis on number skills first. For some other topics, the order is not as crucial, e.g. Shapes and Statistics need to come after number, but do not depend on each other. These topics are mixed so children have as wide **a variety of mathematical experiences** as possible in each term and year.

Deep Understanding of Concepts

The White Rose Maths schemes of learning are designed to give **sufficient time** for teachers to explore and understand concepts in depth rather than covering them superficially and revisiting several times. This **practice and consolidation** helps children to group the links between topics and to understand them more deeply. Prior content is **carefully interwoven** with new content to help children grasp links between topics and to understand them more deeply.

Daily Practice

Within KS1 and KS2, Maths is an integral part of learning and is taught daily, carefully addressing the small steps in learning as set out in the White Rose scheme of learning.

White Rose Flashback Four Questions are used as lesson starters to quickly recap previous learning to ensure that Maths concepts have been learnt and remembered.

Implementation

Fluency and Mental Recall of Known Facts (Times Tables)

Children in Years 2-6 are taught their times tables using a consistent approach to support fluency and quick mental recall. A timetable is followed with a key times table focus for each term. Every day, children learn the times tables using step counting and regular (timed) times table activities. Children at Ridgeway

Assessment

Through our teaching, we continuously monitor pupils' progress against expected attainment for their age, making formative assessment notes where appropriate and using these to inform our planning.

White Rose End of Unit assessments are used as Cold and Hot tasks at the beginning and end of a block of learning. These ensure progression and identify next steps. NFER Assessments and Past SATs Papers (Year 2 and 6) are used termly to monitor attainment against a national benchmark.

Termly times table assessments are used to monitor children's recall of known number facts.

Strong Foundations

In EYFS, you will see...

- Teaching is embedded within a language-rich environment and appropriate Maths vocabulary is introduced.
- Children explore Maths resources that they will use in KS1—for example Numicon, and scales.
- As children move into Reception, there are more opportunities for them to work in adult-led groups, ensuring they are 'Year 1' ready.
- Children have access to opportunities to experience Maths/numbers in everyday life.

Impact—How will we know we achieved our aims?

Evidence of work will show secure knowledge and basic skills coverage; it will also show cross curriculum links.

Standards in Maths will be consistently high.

Children can articulate their ideas well when discussing different areas of Maths to their peers and adults.

A high number of children achieve the expected standard or higher, and through target intervention, those who find Maths challenging are helped to catch up.

Children will enjoy mathematical experience and want to find out more about how being numerate will support them in the real world.