

Maths Curriculum



Intent

At Beccles Primary Academy, we aim for our pupils to enjoy and succeed in mathematics, become fluent in the fundamentals and understand how our mathematical knowledge can be used to understand the world around us. To achieve this, we want children to know and comprehend core number sense competencies so they can understand what numbers mean, improve their performance of mental mathematics and develop the tools to engage with maths in the outside world.

Our Curriculum is based on The White Rose schemes of learning, which are designed to support a mastery approach to teaching and learning, as well as supporting the aims and objectives of the National Curriculum.

Our programme of study at Beccles Primary Academy has number at the heart and a lot of time is spent reinforcing number to build competency. It also provides opportunities to build reasoning and problem solving, which we believe is essential for our pupils.

Implementation

Maths is taught daily from EYFS to Year 6. From KS1 up, all pupils experience 10 minutes of pure arithmetic work daily.

Within the maths lesson, pupils are introduced to the learning and any new vocabulary is discussed. There is an expectation that pupils will then begin to use this new vocabulary. The new learning is modelled for the pupils and then there is a guided practice until the pupils are confident with the new skill. Pupils will consolidate their learning independently before moving onto a varied fluency task followed by a suitable problem solving or reasoning task. During lessons, pupils are encouraged to make rich connections across mathematical ideas in order to develop their mathematical thinking.

In order to ensure pupil's success when calculating, teachers follow a progressive calculation policy which demonstrates how pupils should experience the concrete, pictorial and then abstract understanding for different methods taught.

Impact

By the time children leave Beccles Primary Academy:

- Children demonstrate a quick recall of facts and procedures. This includes the recollection of times table facts.
- Most children achieve objectives (expected standard) for their year group.
- Children develop the ability to recognise relationships and make connections in maths lessons.
- Children demonstrate mastery of mathematical concepts or skills when they 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.

We measure the effectiveness and impact of our Maths Curriculum in a variety of ways:

- Summative assessment - use of national and summative testing which enables pupils' progress and attainment to be evaluated.
- Leaders' monitoring - lesson observations; learning walks; book scrutiny, pupil voice.
- Children in Foundation Stage are assessed within the Early Years Framework and their progress tracked using Tapestry observations.
- Formative assessment - assessment for learning takes place daily and is used to identify individual needs and to inform future planning.