

Abbey Academies Trust



Every Child Matters

Mathematics Curriculum Statement

Amended

November 2018	April 2021	
March 2019		
November 2019		



Every Child Matters within a loving and caring Christian environment

As a RRS (Rights Respecting School – UNICEF) this upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child):
Article 29: Every child has the right to be the best they can.

Why we believe mathematics is important

Mathematics is an essential part of everyday life and its application forms part of our everyday society, even if it is not explicit. Maths is a creative and highly inter-connected subject, which provides solutions to some of the world's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. We provide a high-quality mathematics education aiming to give a foundation for understanding the world and the ability to reason mathematically.

Remote Learning

These challenging and unprecedented Covid times, have encouraged the development of exciting and innovative ways to approach remote learning. Abbey Academies Trust recognise remote education as 'a means not an end,' the aim of education is to deliver a high-quality curriculum so that pupils know more and remember more. Abbey Academies Trust is committed to ensuring that the remote education offered follows our normal school curriculum as far as is possible via these means, enabling pupils to obtain the building blocks they need to move onto the next step in their learning at all times. For further information on our approach to remote learning please reference Abbey Academies Trust Remote Education Plan.

After our return to school in March 2021, the Maths curriculum has been refined to best support the development of our children's skills and knowledge, providing them with solid foundations and enabling them to 'fly high' as they continue their journey through school.

Intent: We aim for our pupils to:

- reach their full potential- every child can achieve in maths
- foster a positive attitude towards mathematics, recognising its creativity and the relevance of it in everyday life
- become fluent in the fundamentals of mathematics
- solve increasingly complex problems
- reason mathematically by following a line of enquiry, conjecturing, identifying relationships, generalising and using mathematical language
- develop mathematical thoughts and ideas. We aim for pupils to be able to give clear and coherent mathematical reasons for their answers and to provide mathematical justifications, arguments or proof using mathematical language

Implementation: How do we do this?

The current National curriculum document says:

'The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.' (National curriculum page 3)

- All pupils are taught in mixed attainment groups as we believe it is important to have high expectations for all pupils so that they are exposed to knowledge, skills and discussion relevant for their age group.
- Pedagogic practices that keep the class working together on the same topic, whilst addressing the needs for all pupils are used, including for some to gain greater depth and proficiency and understanding.
- CPD has been undertaken by the maths team, working as part of a Maths TRG group with our local maths Hub to ensure deep subject knowledge which can be used to support staff through out school. We are now in the second year of this programme.
- CPD is planned strategically by the Maths Team to support staff and develop good subject knowledge
- Planning is supported through resources collated by the maths team.
- Long term gaps are prevented through speedy intervention.

- More time is spent teaching topics to allow for the development of depth and sufficient practice to embed learning.
- Pupils are supported and challenged through varied and frequent practice with increasingly complex problems over time.
- Pupils are provided with well-structured classroom activities involving interaction and dialogue (between teacher and pupils, and between pupils themselves). They may be presented orally, using equipment and/or as part of a group activity.
- The encouragement of discussion, debate and the sharing of ideas and strategies adds to both the quality of the assessment information gained and the richness of the teaching and learning situation.
- Progress in mathematics learning each year is assessed according to the extent to which pupils are gaining a deep understanding of the content taught for that year, resulting in sustainable knowledge and skills.

Impact

- Pupils are making the best possible outcomes and progress
- Pupils show a positive attitude towards mathematics and their learning
- Pupils show resilience
- Pupils are able to offer explanations for their strategy of answers
- Staff feel confident planning and delivering maths lessons
- Maths Team is proactive in supporting learning and teaching

This is monitored through:

- Book/planning monitoring
- Drop-ins lead by the maths team
- Pupil interviews
- Summative assessments
- Analysis of data
- Discussion with Year Leaders/SLT

Other relevant documents:

- Calculation policy
- Curriculum overview for mathematics
- Teaching and Learning Policy
- Curriculum Policy
- Rising Stars Mathematical Vocabulary eBook
- Planning and resourcing documents- see G drive