**Creech St Michael C of E VC Primary School**

**Overview of Maths**

**“Together we love and learn today, for a brighter tomorrow”**

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| **WHY THIS SUBJECT IS IMPORTANT IN OUR SCHOOL:**  We believe that maths is for everyone and that no-one should feel that they ‘can’t do maths’. Children will leave here with the mathematical skills and vocabulary that they need to thrive in an ever-evolving mathematical world. All pupils are given access to the essential set of rich mathematical concepts that they will need to allow them to flourish and become successful and numerate adults.  It is our aim to teach the children to also understand how to apply their mathematical skills to various situations and real-life contexts through practical activities and problem solving. | **TEACHING, LEARNING AND ASSESSMENT.**  In EYFS children follow the NCETM mastering number programme to develop their number sense. This is taught through short burst teacher led sessions which are embedded through continuous provision. Children are also exposed to shape, space and measure which is delivered in line with the White Rose Hub units.  All children in key stage 1 and 2 follow the White Rose Maths sequence of learning for their core maths lesson. This is designed into small steps of learning with opportunities to develop fluency and reasoning skills alongside each other. This programme ensures that children’s learning is progressive and the same methods are built upon throughout the school. A pre-unit assessment is used to ensure children have the prior knowledge they need for the unit.  To enable a smooth transition into year 1, children continue the mastering number programme until the Autumn half term for their core lesson before moving onto the White Rose scheme. After this, they continue the mastering number programme to reinforce their number sense through four weekly short sessions outside of their core maths lesson.  To develop numerical fluency, children in year 2 and 3 continue the NCETM mastering number programme in four weekly short burst sessions.  In key stage 2, children follow the Ashley Down approach to times tables where they are given written and oral opportunities to rehearse their key facts.  Children’s learning is regularly assessed throughout their lessons to allow support groups to be identified. Children complete formal end of unit assessments and end of term assessments which cover all the small steps they have covered in that term. Our children also complete the relevant statutory assessments in EYFS, year 4 and year 6. |
| **WHAT IS THE IMPACT?**  When children leave our school, they have a secure understanding of the mathematical skills they need for the next steps in their journey and beyond and a ‘can-do approach’.  By the end of each academic year, the majority of children will be working at age-related expectations and have made progress from their own start point.  In their statutory assessments, children will achieve in line with the national expectations. |