



Crowmoor Curriculum Intent - Mathematics

When teaching mathematics at Crowmoor School, we intend to use a variety of teaching methods and resources that allow all pupils equal access to mathematics and to experience success and enjoyment. Over time, children will become resilient learners who are able to accept that to struggle is necessary in their learning. Children will be appropriately challenged and supported through varied fluency, reasoning and problem solving. Irrespective of personal starting points, children will explore maths in depth, and use a range of mathematical vocabulary to explain and reason. Pupils will persevere by building on previous knowledge and skills, and apply these to a wide variety of contexts both within maths and across the curriculum. They will appreciate the relevance of maths in real life situations, recognising that it is not simple 'sums' and 'rules'.

We implement our approach through high quality teaching and the delivery of appropriately pitched work for all groups of learners supported by the materials from 'White Rose Maths'.

Pupils in Foundation Stage will access their maths through continuous provision. Mathematical concepts are introduced and built upon through a series of direct teaching sessions. Within the provision, children have the freedom to further explore these mathematical concepts through concrete resources and creative opportunities. In addition to this, they are encouraged to follow their own mathematical lines of enquiry, which are supported through effective adult modelling and interactions.

Layered success criteria, in Y1 through to Y6, is used to encourage and support children's development and metacognition and to motivate them to challenge themselves within a concept. Maths lessons are planned and delivered in accordance with White Rose Small Steps Progression, which is underpinned by the Concrete, Pictorial and Abstract (CPA) approach. Each classroom has a range of mathematical resources made available for the children to self-select. These include, but are not limited to Dienes, place value counters, number lines and hundred squares. Varied starting points and timely teacher interventions are utilised in response to teacher's ongoing formative assessments through effective deployment of teaching assistants and Academic Mentors. Some children with SEND receive a tailored programme of maths teaching in order to close their gaps.

In addition to daily maths lessons, Y1 through to Y6 provide regular opportunities for all children to practise their mental and calculation knowledge through '1-Minute Maths', Numbots and Times Tables Rock Stars (TTRS). This serves to reinforce and consolidate previous learning; increase fluency, speed and accuracy; and improve the confidence. Regular use of White Rose aligned 'Mathletics', within school and at home, enables children to practise their skills further.

Ongoing formative assessment takes place within each maths lesson. This includes teacher observations, questioning, discussions and marking and feedback. These outcomes are fed

forward into timely intervention and subsequent planning to ensure gaps in knowledge are closed and progress is not limited.

End of unit assessments from White Rose are used to support teacher assessments, and PUMA assessments are used to track progress and to identify knowledge that has not been well retained. Outcomes from both end of unit and PUMA assessments are used to identify gaps in knowledge and will inform future planning. Pupil progress will also identify precise actions and objectives for targeted focus children, including the lowest 20% who are not likely to meet the end of year expectations and/or not making expected progress.

We recognise that quality first teaching in maths is the essential first step in improving outcomes for all children. With this in mind, we ensure that teachers and teaching assistants are kept up to date on the latest initiatives and news. This is through continuous professional development by outside providers; the school have a close link with the Shropshire Maths HUB. The maths subject lead attends Local Education Updates and feeds back relevant information to staff through staff meetings and briefings. In response to monitoring, evaluating and review outcomes, staff with a developing subject knowledge and pedagogy will be supported through the school's coaching and mentoring programme.