



# Priestley Primary School

## Maths at Priestley

Summer 2020



### Curriculum Intent Statement

Our aim is to provide our children with an engaging, exciting and empowering curriculum that equips them for today and tomorrow. At Priestley Primary School, the curriculum is designed to: recognise children's prior learning, provide first-hand learning experiences, allow the children to develop interpersonal skills, build resilience and become aspirational, creative, critical thinkers. Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare them for life beyond primary school. We constantly provide enrichment opportunities to engage learning. We believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We use our Priestley Values in order to learn like Spikey (Respect for All, Give it a Go, Cooperate, Take Responsibility, Share Great Ideas, Stay Focused and Think Things Through) to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. Children leave Priestley with a sense of belonging to a community where they have the skills to make decisions, self-evaluate, make connections and become lifelong learners with the confidence to explore life in modern Britain.

### Mission Statement

Placing learning at the heart of all we do by working in partnership with children, parents, staff, governors and the wider community to provide a safe, happy, stimulating and purposeful learning environment. High expectations are set so that all children are challenged to achieve both socially and academically.

### Vision

At Priestley Primary School we strive to provide our pupils with the skills needed to enable them to express themselves artistically and lead to an appreciation of the work of established artists and craft workers.

We recognise that mathematics equips pupils with the powerful set of tools to understand and change the world. These tools include:

- logical reasoning
- problem solving skills
- the ability to think in abstract ways.

Mathematics is vital to everyday life. It is integral to all aspects of life and with this in mind we work hard to ensure that children develop a positive and enthusiastic attitude towards mathematics that will stay with them. The National Curriculum order for mathematics describes in detail what pupils must learn in each year group. Combined with the schemes of work applied at Priestley Primary School, this gives children a wide range of skills to develop their understanding of mathematics in a range of contexts. At Priestley, we use the EYFS framework to ensure children receive a good quality understanding of the basic concepts of Mathematics. In Years 1-6 we follow a 'Teach, Do, Review' approach.

### Aims

We aim to provide the pupils with a mathematics curriculum that teaches them the necessary skills and high quality teaching that will produce confident, accurate and motivated mathematicians. This approach will allow children to develop the following skills:

- a confident understanding of place value
- a clear understanding of number facts (such as multiplication tables)
- the ability to use known facts to solve questions mentally
- the ability to calculate accurately and efficiently, both mentally and in writing and paper
- an understanding of a range of calculation strategies
- the ability to solve number problems, including 'real-life' problems and identify the operations needed to solve them
- the ability explain their methods and reasoning, using correct mathematical vocabulary

- confidence when checking, including using strategies where necessary
- a confident grasp of units of measurement
- the ability to explain and make predictions from the numbers in graphs, diagrams, charts and tables
- a well-developed spatial awareness and an understanding of the properties of 2d and 3d shapes

## **Teaching & Learning**

At Priestley, we are following the 2014 National Curriculum for the teaching and learning of maths skills. We are committed to raising the standards of children's mathematics to ensure that all children are progressing and achieving at least in line with national expectations. The curriculum will be monitored by the Maths Leader of Learning to ensure that it is being used effectively to provide challenge, stimulation and excitement to improve the standards of mathematics from year 1 to year 6. In EYFS, the EYFS Framework will monitor the standards in mathematics.

Pupils are provided with a variety of opportunities to develop and extend their Mathematical skills, including:

- Group work
- Paired work
- Whole class teaching
- Individual work

Pupils engage in:

- the development of mental strategies
- written methods
- practical work
- investigational work
- problem solving
- mathematical discussion
- consolidation of basic skills and number facts
- maths games

## **Structure of Maths at Priestley**

Our children are provided with a variety of opportunities to develop, extend and deepen their mathematics skills in and across each phase of education.

### **EYFS**

In Reception, we follow EYFS curriculum guidance for Mathematics. However, we are committed to ensuring the confident development of number sense and put emphasis on mastery of key early concepts. Pupils initially explore numbers to 20 and the development of models and images for numbers as a solid foundation for further progress.

### **Key Stages 1 and 2**

- The National Curriculum describes what must be taught in key stages 1 and 2. The school has a set of key objectives in maths that provide detailed guidance for the implementation of the National Curriculum for Maths.
- We recognise the importance of establishing a secure foundation in mental calculation and recall of number facts before standard written methods are introduced, our mental maths policy is in place to support this.
- We use accurate mathematical vocabulary in our teaching and children are expected to use this in their work.
- Mathematics contributes to many subjects and it is important the children are given opportunities to apply and use Mathematics in real contexts.
- It is important that time is found in other subjects for pupils to develop their mathematical skills, e.g. there should be regular, carefully planned opportunities for measuring in science. Therefore, Teachers exploit cross-curricular links wherever possible and further develop maths skills within a variety of contexts.
- We work hard at all times to set work that is challenging and encourages the pupils to think about how they learn and to talk about what they have been learning.
- Additional enrichment opportunities are provided for pupils to further develop mathematical thinking e.g. through mastery level tasks or maths games.

- To provide adequate time for developing mathematics, Maths is taught daily and discretely.
- Teacher modelling of the thought processes and standards required are clear and regular.

### **Learning Environments**

- Content on learning walls is current and reflects the learning journey undertaken throughout the unit.
- Each class displays examples of pupils' high-quality maths
- Modelled examples are displayed.
- The classroom is a vocabulary-rich environment.
- Practical resources are available in classrooms. To reinforce the CPA method

## **The Teaching Approaches**

Teachers use a range of teaching strategies to engage the children in maths and ensure progress is made by all children within a class.

Teachers follow the structure of a lesson as required using the appropriate scheme of work. However, a typical lesson may include:

- Both teaching input and pupil activities
- A balance between whole class, guided group and independent work, (groups, pairs and individual work)
- Effectively differentiated activities/objectives and appropriate challenge.

Sometimes the focus for the session is the learning of a new skill, at other times pupils may be practising a previously taught skill, or attempting to master the application of a concept they have learned earlier to more complicated questions.

The focus of the session may vary for different children depending on their learning needs.

Teachers plan learning that is differentiated to meet the needs of all pupils, whether they have a specific learning difficulty in maths or whether they are particularly able.

Teachers differentiate learning appropriately for all abilities ensuring where possible a mastery approach is undertaken.

Children who have a special educational need will have tailored lessons to help them progress at their own pace.

## **Assessment**

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. We strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress.

▪ **Assessment for Learning:** We are continually assessing our pupils and recording their progress. Information for assessment is gathered in various ways: by talking to the children, observing their work, dialogic marking. Teachers use this assessment information to adapt current provision, plan further work and set new targets.

▪ **Assessment of Learning:**

Using half termly tests, pupils are assessed against NC levels every half term. The school's progress tracking system is updated termly. In terms 1, 3 and 5 the tests are used for gap analysis, ensuring teachers are adapting their teaching to the needs to the class – or the individual. In terms 2, 4 and 6, a standardised score is generated to allow the school to measure individual and cohort progress. This helps to ensure a high quality of teaching throughout. Individual teachers and year groups may also use other testing – such as practise SATs in Year 2 and 6 – to help inform the teaching of skills required by their children. All assessments and teaching informs teachers understanding of a child's ability in maths and this is recorded in a tracking document.

▪ **Feedback:** Children are provided with constructive and timely dialogic feedback in line with our assessment policy. Verbal feedback is given during lessons in addition to regular self and peer-assessment opportunities. Teachers provide parents with feedback on their child's progress and achievement at parent's evenings and through reports.

Pupil progress meetings, between Class teachers and SMT, take place regularly, in which children's progress, achievements and areas for development are identified and steps put into place to close any gaps. The Maths Lead will monitor and evaluate the teaching and learning of Maths in EYFS to Year 6.

### **Equal Opportunities**

We are committed to providing equitable opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have the right to teaching and learning experiences that enables them to achieve their full potential.

At Priestley schools, we welcome and celebrate diversity. We believe that having high self-esteem is crucial to pupils' wellbeing. Reasonable adjustments are made to the environment, curriculum and timetable to address all students' needs.

### **Safeguarding Statement**

At Priestley Primary School, there is nothing more important to us than the physical and emotional health and well-being of our pupils and staff alike. As such we have created and work hard to maintain a climate in which staff, pupils, parents and governors feel able to articulate concerns comfortably; safe in the knowledge that effective action will be taken, as appropriate. At times we may need to share such concerns with outside agencies, such as the Wiltshire Multi Agency Safeguarding Hub (MASH) team.

Our Safeguarding and Child Protection Policies apply to all adults, including volunteers, working in or on behalf of our School. We expect everyone working in or for our School to share responsibility for keeping children safe from harm and abuse and report any concerns to one of our DSLs (Please see our 'Designated Safeguarding Leads' boards situated in the staff room.

At Priestley Primary School, children are taught about how to stay safe, including staying safe online. Our taught curriculum and programme of assemblies cover how to stay physically and emotionally healthy and includes e-safety and age-appropriate sex and relationship education (SRE).

### **Review**

**ALL SAFEGUARDING POLICIES SHOULD BE CONSIDERED IN RELATION TO EACH OTHER AT ALL TIMES**

**Safeguarding, Child Protection, Prevent, Internet Safety, Acceptable Usage, Anti-Bullying, Behaviour, Health & Safety, Off-Site Visits & Visitors, Whistle Blowing, Complaints Policies.**

**To be reviewed - September 2021**