



Trinity School Curriculum Statement for Maths

INTENT

At Trinity School we strive for all pupils to develop a positive attitude towards mathematics and to understand its value of it in our everyday lives. Children are encouraged to discuss and express their ideas within a safe environment to develop their confidence and resilience when challenged. By following a mastery approach, children develop multiple methods of problem solving and recognise when it is appropriate to use concrete, pictorial and abstract strategies to support their own learning. Children constantly improve their ability to reason by working collaboratively in lessons, sharing and challenging ideas and concepts, to develop and deepen their mathematical language and fluency.

IMPLEMENTATION

Within the EYFS, maths is developed through purposeful, play-based experiences and will be represented throughout the indoor and outdoor provision. The learning will be based on pupils' interests or current themes and will focus on the expectations from Birth to Five Matters/ Early Learning Goal Outcomes. Through the real-life experiences, for example, having a shop role play, allow children the opportunity to use the skills learned in lessons in a practical way, outside of the subject specific time. Resources are continually available so that children have time to practice their skills throughout the school day. As the pupils progress through, more focus is placed on representing their mathematical knowledge through more formal experiences. Pupils will be encouraged to record their mathematical thinking when ready and this will increase throughout the year.



At Trinity we follow the Jersey Curriculum for Mathematics. To ensure that the fundamental aspects of mathematical reasoning, fluency and problem solving are delivered teachers follow the Maths No Problem mastery approach to teaching. Teachers are expected to use their own judgement when deciding to revisit concepts that have not been fully understood. Those pupils who grasp concepts more rapidly are given opportunities through extended journaling tasks to deepen their knowledge further. This helps to improve their reasoning skills and problem solving,

rather than accelerating on to new curriculum content. To support learning in school, children from Year 1 to Year 6, have home learning tasks set on the Collins Adapt website whilst EYFS set tasks on the Tapestry platform.

Maths fluency - In Key Stage 2, the children complete at least four 'Fluent in 5' sessions each week, to develop recall and fluency. To engage children at the start of a maths lesson, teachers plan fun maths games to consolidate and develop fluency and recall of key math's facts. The children use the Times Tables Rockstars online program to practice and develop their recall of times tables and a Mental Arithmetic assessment is completed each half term to monitor progress and identify areas for development.

Oracy in maths - The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary and presenting a mathematical justification, argument or proof. They must be assisted in making their thinking clear to themselves as well as others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy any misconceptions. When problem solving and reasoning, teachers model math's vocabulary and encourage children to the correct terminology.



Maths in the wider curriculum – Whenever possible, teachers look to provide opportunities for children to practice maths skills in the wider curriculum and when learning outdoors.

Teachers complete regular and ongoing formative assessment and inform children through the 'whole class marking and feedback' approach. The children have time to reflect and improve their work using their purple pens. Summative assessments are completed termly (PIRA) and half termly (Mental Arithmetic) and feed into teacher

judgements made at the end of the academic year.

IMPACT

By the time children leave Trinity School they will:

- show mathematical curiosity.
- have a good recall of mathematical facts and strategies.
- use their knowledge of mathematical facts and methods to problem solve.
- think critically and be able to communicate their understanding of mathematical concepts using appropriate vocabulary.
- be able to solve more complex problems by breaking them down into smaller steps and persevering in seeking solutions
- be resilient and have a growth mindset in solving mathematical problems.
- use their maths skills in everyday life.

In maths, we measure impact through the triangulation of lesson observations, data analysis, work scrutiny and pupil voice, as well as this we carry regular Curriculum Team discussions – where areas for development are discussed, and for which targets for the year are collaboratively developed. The outcome of this all goes together to form the coming years action plans.