

## Subject on a Page



## Maths

At Rolvenden, we aspire to provide an ambitious Maths curriculum which enables children to become fluent in the fundamentals of Mathematics, including the ability to recall facts quickly, and develop understanding of key concepts in order to mathematically reason and problem solve in the real world.

Children in Foundation Stage have daily half an hour Maths lessons which are supplemented by additional activities which are available during child initiated learning time. Children from Year One upwards have a one hour Maths lesson per day.



### Intent - What do we aim to deliver?

Become **fluent** in the fundamentals of Mathematics, including through varied and frequent practice with increasingly complex problems over time so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

**Reason mathematically** by following a line of enquiry, identifying relationships, making generalisations and developing an argument, justification or proof using mathematical language.

**Solve problems** by applying their mathematical to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.



### Implementation - How do we aim to deliver it?

#### White Rose Progression

Children throughout the school are taught using the White Rose progressional framework for teaching. This provides small steps of learning which support our mastery approach to teaching. Within the progression, the sequence for every year group begins with place value to ensure that all children have the firm grounding in number before moving onto more challenging concepts.



#### Mastery Approach

Children throughout the school are taught using the Mastery approach. This involves the children being introduced to new concepts in small, manageable steps. It does not mean that every child will 'master' every concept by the end of a lesson, but will instead be increasingly fluent in the unfamiliar.



#### Workbooks

Children work through the workbooks approved by White Rose. Children work on the same questions but tasks are differentiated through the use of questioning and additional challenges throughout the lesson.



#### Use of Teaching Assistants

All staff are trained in the principles of mastery maths and are used to support the learning in a variety of ways across all classes. In Key Stage Two, classes are split into separate year groups so that they are taught separately. This involves teaching assistants taking up a portion of the teaching during lessons. This is always strictly overseen by the teacher.

#### Concrete, Pictorial, Abstract

The White Rose progression relies heavily on the Concrete, Pictorial, Abstract (CPA) approach, using manipulatives and diagrams to scaffold children's learning in the early stages before moving them on to the abstract concepts of numbers and symbols.



### Impact - How will we know when we have delivered it?

#### High Levels of Engagement

Children enjoy the range of activities provided for them in Maths and are able to complete challenges they are

#### Formative Assessments

Children are assessed on a daily basis in order to identify the level to which the child is heading towards mastery of a concept. This informs teaching and any additional support required.

#### Summative Assessments

In alternate terms, children in Y2—Y6 sit a formal test which is analysed using the GANS system. This is used to identify areas of strength and the next focus for teaching.

#### Application across the Curriculum

Children can use their Maths skills in other subjects—such as D&T, Science and Computing