



## Maths Curriculum Statement



### Intent:

At St Joseph's, a mastery approach to mathematics has been adopted and implemented to meet the individual needs of all children. Using the National Curriculum as its core, we use the Power Maths Scheme of Work to ensure that our mathematics curriculum is an adventure for all children to be immersed in, get creative with, make mistakes and conquer. We teach a whole-class mastery programme that is designed to spark curiosity and excitement and build confidence in mathematics. Continuing to promote the growth mind-set approach adopted throughout our whole school (as mentioned in our Teaching and Learning Policy) and the importance of thinking 'I can't do it...yet!', we aim to teach mathematics in a way that helps equip children with deeper conceptual understanding whilst meeting the specific needs of each child.

We feel it absolutely essential that our children experience mathematics in a variety of situations and use concrete, pictorial and abstract models to develop their mathematics understanding. We want all children to:

- have high expectations for themselves and others
- engage with the wider world
- be effective and confident communicators
- reason and critique in real life situations
- be independent thinkers and learners
- have positive attitudes towards their learning
- be respectful of different methods and ways of working

## Implementation:

Leaders and Subject Leaders drive the development of our mathematics curriculum. Professional Development to increase teacher subject knowledge and expertise is fundamental to our approach.

Our mathematics teaching is structured around a whole-class interactive teaching model that focuses on all children achieving. All mathematics lessons are built around a child-centred design that models and embeds a growth mind-set approach. Our mathematics teaching model is structured to help to teach concepts for longer, ensuring teaching and learning goes deeper.

For each year group, the curriculum strands have been broken down into core concepts. These are taught in blocks of lessons so that sufficient time is given to developing a deep and sustainable understanding of core mathematic concepts. Each concept has also been broken down into small, manageable steps (lessons). Each lesson and concept builds on prior knowledge to help children to build a robust and deep understanding of the concept before moving on. Lessons include regular checks of progress with same day interventions taking place where needed. The progress of all children, including those with SEND and those in receipt of pupil premium funding, is closely monitored and the curriculum is designed to ensure that any identified gaps are closed. The regular checks of progress and child-friendly assessments throughout Power Maths are used to embed knowledge, inform teaching and produce next steps for children.

To encourage reading, communication and vocabulary, we use planned paired and shared talk with prompts and modelling of appropriate vocabulary, as Power Maths ensures that vocabulary is built into each lesson and taught explicitly. We use feedback to encourage justification of opinions and answers that include high-level vocabulary.

To promote development of knowledge and skills, we use a range of strengthening, deepening and challenge activities that involve fluency, reasoning and problem-solving style questions. These activities provide challenge in all areas for all groups of children, encouraging them to have high expectations of themselves.

To ensure all children are catered for and all needs are being met, we use quality first teaching, self and peer assessment, immediate, verbal feedback, interventions and moderation. This helps us to plan and intervene where needed and to give immediate support.

## Impact

The impact for all St Joseph's pupils, including disadvantaged pupils and pupils with SEND, is that they:

- can confidently recall key knowledge from current and previous areas of learning
- are fluent in calculations
- can confidently apply knowledge to their learning across the mathematics curriculum
- can recall timetables facts fluently and apply this to real life situations
- are confident in using and applying high-level vocabulary, when reasoning and explaining
- are articulate and confident to talk about a wide range of mathematics concepts
- meet or exceed age-related and national expectations
- are well prepared for the next stage of education

## **Times Tables:**

At St Joseph's, we encourage all children to succeed with their times tables and number bonds. Children are given number bond and times tables badges as they progress through the curriculum. Before being awarded their badge, children need to be able to answer three rounds of questions on the specific number bond or times table that they are currently studying, this also includes inverse questions such as  $7 \times 8 = 56$ ,  $8 \times 7 = 56$ ,  $56 \div 7 = 8$  and  $56 \div 8 = 7$ . As the children progress, they are also expected to retain the knowledge of the previous times tables.

Once children have reached their 12 times table badge, they then move to the prestigious Bronze, Silver and Gold awards. These are highly sought after awards that the children really aspire to obtain.

Bronze is awarded for answering multiple questions on all of the times tables, both multiplication and division.

Silver is awarded for completing the math factor check, scoring 25 out of 25, three times in a row (on separate days).

Gold is awarded for scoring under 60 seconds on Studio in Times Table Rockstars, for the ten most recent games (no mean feat!).

As mentioned above, we have subscriptions to [Times Table Rockstars](#) to aid the practice of Times Table and to [Numbots](#) to help with number bonds. All children will have been given their logins for these websites.