


<p style="text-align: center;">Maths</p>  <p>Subject Lead: Steve Osborne</p>	<p>Subject Intent:</p> <ul style="list-style-type: none"> For all pupils to have a positive attitude towards the subject. For all pupils to make links between the mathematics they learn at school and real-life applications. For all pupils to have an understanding of the interrelatedness of the subject and make links between all areas of the subject thereby developing coherent mathematical thinking. For all pupils to have the knowledge, reasoning and problem-solving skills necessary to achieve age-related expectations. For all pupils to make at least expected progress. <p>We will strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talent, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.</p>			<p style="text-align: center;">Catch-Up Plans</p> <p>Manipulatives to support concrete understanding Intervention sessions timetabled 3rd Space Learning TTRS (including stats bolt on) Numbots Year 6 Study sessions</p>
<p style="text-align: center;">Teaching</p> <p>Our curriculum, based on National curriculum and latest NCETM and Ofsted research. Fluent in 5 sessions to develop arithmetic and fluency skills and reinforce prior learning Daily taught sessions Key vocabulary prioritised Sequences of teaching and learning built for each component. ACPs built in to ensure learning is mastered before progressing to new learning. Conditional learning skills taught explicitly using mastered declarative knowledge at appropriate points. Calculation policy to support transition</p>	<p style="text-align: center;">Personalised Learning</p> <p>Quality First Teaching Mastery approach to learning Pupils are aided to know and remember prior learning through retrieval practice (Fi5) built into learning sequences Declarative, Procedural and Conditional taught in that order. Use of resources, models and images Calculation policy to reflect children's learning needs at that time</p>	<p style="text-align: center;">Resources</p> <p>Curriculum document Calculation policy Times Table Rockstars subscription Numbots Subscription Number concrete resources in each class Testbase I see reasoning White Rose Premium resources subscription</p>	<p style="text-align: center;">Cultural Capital</p> <p>Economic awareness developed through:</p> <ul style="list-style-type: none"> PSHE lessons Whole school charity work 	<p style="text-align: center;">Assessment</p> <p>Formative assessments by all adults in all lessons to ensure learning is adapted as necessary. ACPs used to ensure mastery before progression Start of block assessments End of block assessments TT Rockstars Statistics SATs</p>
<p style="text-align: center;">Inclusion - SEND</p> <p>Quality First Teaching Planned additional support from adults (and as required) High Quality Interventions IEP Targets Streamed groups in UKS2 SEND document – support pupils to access maths Calculation policy</p>	<p style="text-align: center;">Curriculum Scope and Progression</p> <p>Component parts are sequenced to build on prior learning Curriculum document is sequential with progression of learning planned in. NCETM resources Component parts are planned in conceptual blocks of two or three weeks Clear progression from EYFS to Y6 KIRFs clear progression from EYFS to Y6 Mastering Number used in EYFS and KS1 Wider curriculum links – Science Investigations, Fieldwork and Co-ordinates in Geography, measuring in Design and Technology</p>	<p style="text-align: center;">Working as a Mathematician</p> <p>Curriculum document promotes systematic development. Focus on fluency and mental mathematics Planned opportunities for cross-curricular maths Maths problems set in real-life contexts</p>	<p style="text-align: center;">Monitoring</p> <p>Book Looks Learning Walks Pupil Voice Intervention Tracking Sheets</p>	<p style="text-align: center;">Outcomes</p> <p><u>2023</u> <u>O-Track</u></p>
<p style="text-align: center;">Disadvantaged Pupils</p> <p>Quality First Teaching Planned additional support from adults (and as required) Standards and interventions tracked termly by SLT and PP Lead</p>	<p style="text-align: center;">Transition</p> <p>Information and data sharing with class teachers Links with secondary school to share information</p>	<p style="text-align: center;">CPD</p> <p>Maths Leaders – termly meetings with Kernow Learning Maths leads</p>	<p style="text-align: center;">Strengths</p> <p>Consistent approach to teaching of calculations Working walls support learning Assessment identifies children who need support and stretch</p>	<p style="text-align: center;">Next Steps</p> <p>Integrated Maths across the curriculum – mapped Increased opportunities to develop cultural capital planned and mapped across the school.</p>

Planned interventions as required School-Led Tutoring (Covid Catch Up Plan)				
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