

Our Curriculum

At Our Lady of Lourdes, we use a mastery approach to the teaching of mathematics and embrace the idea that all children can do well in maths. All children are taught one set of mathematical concepts and the big ideas in mathematics and we recognise that all children need a deep understanding of the mathematics they are learning in order that future learning is built upon firm foundations. We have high expectations of our children and strive to make the mathematics curriculum accessible to all, scaffolding slower graspers whilst also challenging children to dig deeper. Maths lessons are carefully crafted, in order to allow all pupils to access these mathematical concepts and ideas and explore the rich connections between them. Teachers plan to address possible misconceptions and reinforce vocabulary through the use of stem sentences.

With the understanding that mastering anything takes time and practice, we follow the White Rose maths curriculum, using small steps to secure and embed knowledge before moving on to deepen the concept. These small steps begin with simpler tasks to develop understanding and then move on to more complex tasks. We include fluency, reasoning and problem solving in every lesson and use a range of high-quality resources, such as Nrich, alongside the new NCETM Curriculum Prioritisation Materials, the NCETM PD spine materials for *Number, Addition and Subtraction, Multiplication and Division* and *Fractions* and the DfE Non-Statutory Mathematics Guidance to support teachers with planning and delivery of lessons.

We encourage all learners, including those with SEND, to use concrete and pictorial representations as a regular part of maths practice. These concrete resources (e.g. Numicon, dienes, teddy bears) make mathematical concepts less abstract and enhance understanding before moving onto visual representations such as part/whole models and bar models.

In addition to our maths lessons, we also provide children with an additional daily 15 minute number fluency session, revisiting the four number operations and promoting number fluency. We further support children who can struggle to see themselves as mathematicians with targeted pre-teach sessions; thus raising their mathematical status within the class and enabling full engagement and participation in lessons. (See further details in differentiation and support link)

We use the calculation policies from the White Rose SOL. These ensure consistency of the models and images used to support the teaching of different concepts through the school as well as showing the progression in calculation methods.

Assessment

Short term

We assess children's understanding throughout the lesson (previous learning/questioning/trawling/looking at work – not using hands up) to identify children requiring support and to inform pitch and planning for next lessons.

Children should self-assess their learning daily and this should be used to help pitch the next day's work.

At the end of each block, the children complete a short assessment, using a mixture of questions from the DfE Non-Statutory Mathematics Guidance and the White Rose end of Block assessments and teachers use these along with a range of other assessment tools, strategies and resources to assess and inform their judgement. These judgements are used to inform the teacher's future planning.

Long term

Retrieval practice activities (starters, Fluent in Five, Flashback 4) and interleaving (giving the children the opportunity to revisit skills that have already been learnt in a different context) are more reliable indicators of learning. These should not be completed as tests but as low stake learning activities. Both strengths and areas for development should be monitored and used to inform planning/judgements of attainment.

Triangulation of data from Pupil Progress Meetings, book looks and pupil voice informs the subject lead and SLT of areas for development and strengths within maths.

NFER termly assessments are undertaken by Years 1-6 (Year 1 from Spring term). Staff aim to ensure that all children can meet the NCETM Ready to Progress Criteria in order to ensure that they are ready for learning in the next year group. Objectives to be covered can be seen in the attached links.

Reception staff complete their Baseline assessments on entry and then, in addition to ongoing formative assessments, assess children termly using their own assessments.