



MATHS:

The overall intent of our Maths curriculum at St. Pius Xth is to give the children the confidence, resilience, knowledge and skills that they often lack when they come into our school. We seek to maintain and continually improve a rich, broad and balanced curriculum – giving opportunities for them to use Maths across the curriculum, where appropriate. Our aim is that they acquire the knowledge and vocabulary needed to equip them as they move into the next stage of their education. We endeavour to provide them with worthwhile content and learning opportunities that will inspire them to be ‘Life Long Learners’ and continue enjoying Maths into adulthood.

INTENT:

Many of our children come from families where it is open said that they ‘don’t like Maths’ or are ‘not very good at Maths’, however we inspire children with our exciting maths curriculum so that they enjoy and see success within the subject. This is evident in the recent introduction of Times Tables Rockstars in school, which has promoted healthy competition and enjoyment of number facts in Key Stage One and Key Stage Two. We also engage children by highlighting how Maths influences their daily lives at home and in school, saving them money and helping them to have a successful career. Drawing links between their learning in school and the wider world contextualises and gives purpose to their Maths work. We reward hard work and effort, ensuring that everyone makes progress at whatever level – from Greater Depth to SEN.

We aim to progress the subject through steadily acquiring skills and knowledge. We do this by ensuring that Fluency, Reasoning and Problem Solving are given the correct amount of space in each unit, and that all pupils are exposed to them appropriately to make sure they make progress.

IMPLEMENTATION:

We believe that children should learn through 3 phases: concrete, pictorial and abstract.

In KS1, lessons are based on the principle of ‘concrete, pictorial to abstract’ and where applicable, a range of manipulatives such as Numicon, Place Value Counters, Cuisenaire Rods, Base Ten and other resources are used across the school to support children secure key concepts, ensuring that there is a solid foundation of mathematical understanding before they access the written methods of calculation. This model continues in KS2 and wherever possible, teachers support learning and teaching with concrete and pictorial resources, as children progress to more abstract strategies in UKS2.

At St. Pius Xth, children receive input from their teacher to match their needs. All classes begin the day with a Maths morning starter, usually based around fluency or number facts, which can be differentiated if the teacher thinks appropriate. This allows teachers to monitor retention of strategies and address misconceptions regularly.

Within an area of Maths teaching, children are given opportunities to access fluency, reasoning and problem solving. These skills may be drawn on within a single lesson, or across a carefully planned series of lessons. This enables children to consolidate their fluency of a skill, before using and applying this skill in reasoning and problem solving activities. Teachers encourage children to

articulate their Maths reasoning in every lesson, often using sentence stems to support this mathematical talk.

Children are given opportunities to work with adults in order to support and extend their understanding and application of skills, through in class support and intervention.

We use a variety of online resources within school, and available at home for pupils are Times Table Rock Stars and My Maths.

IMPACT:

Within St. Pius Xth, the profile of Maths is being raised and children are increasing their enjoyment of maths. We are moving away from a fluency bias to one where all children are being challenged and encouraged to show perseverance when it comes to reasoning and problem solving.