Askam Village School – Everybody Matters, Every Moment Counts

Curriculum statement for the teaching and learning of Mathematics 2023-25

Intent	Maths is a planned, developmental program of learning through which children acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach Maths teaching begins in Early Years. A combination of "In the moment" planning and specific teaching, enables a child's individual interests and experiences to be provided for, through meaningful learning opportunities and enabling environments. Children develop number sense which in turn lays the foundations for the rest of school development. It is our intention that Askam Village School's Maths curriculum enables children to develop the key number bonds, times tables and calculations skills (mental and written) to enable them to use and apply Maths in a wide range of contexts; including problem solving and reasoning We support children to develop their skills throughout their time at Askam Village School at a pace that is suitable for each individual to enable them to grow in confidence with their achievements. We model and encourage children to use correct Mathematical vocabulary and look for opportunities to use Maths in other curriculum areas and in real-life contexts wherever possible. Our Maths curriculum follows the Early Years Framework and the National Curriculum.			
Underpinned by	The teaching of skills	The application of skills	The teaching of knowledge	Vocabulary
	Askam Village School follows the EYFS framework and National Curriculum guidance when planning and teaching Maths. Early Years use a combination of "In the moment" planning and specific teaching sessions. We recognise the importance of ensuring solid foundations for learning as highlighted by International accredited maths consultant, Karen Wilding. Teachers look for "teachable moments" as children are playing and use these in conjunction with White Rose planning. Years 1-6 follow the White Rose Maths 'Small Steps' framework for planning a progression of teaching skills, knowledge and application. Reception works on a combination of both Karen Wilding and White Rose planning to aid transition from EYFS to a more formal classroom environment.	In Early Years opportunities to apply and practice skills are given on a daily basis as children are playing and enjoying continuous provision. In addition, children also have a specific daily group session. Opportunities to apply and practice these skills in Years 1-6 are found in daily Maths lessons where we adopt a Fluency > Reasoning > Problem Solving approach to demonstrating skills. Skills and knowledge are often used and applied in other curriculum areas (e.g. Science, History, DT, Geography)	In maths, key knowledge follows a progression of steps, linked to the EYFS framework and National Curriculum. In EYFS, emphasis is given to ensuring a strong number sense… i.e. subitising , recognising small groups of 1,2 3 without counting. In Years 1-6, emphasis is placed on the development of number skills (e.g. number bonds and times tables knowledge) and calculation skills (mental and written) so they can be applied in a wider Maths context (e.g. problem solving)	Children will be taught, understand and use a range of appropriate vocabulary associated with Maths. They will understand the vocabulary. Key vocabulary will be modelled accurately by staff and displayed around the school in both whole school and classroom displays. *(*See separate 'Progression of Maths Vocabulary' document for specific information relation to each year group)*

Implementation	**Curriculum Approach** Askam Village School follows the EYFS framework and National Curriculum guidance when planning and teaching Maths. Early Years use a combination of "In the moment" planning and specific teaching sessions. Reception have a daily maths session. Reception works on a combination of both Karen Wilding and White Rose planning to aid transition from EYFS to a more formal classroom environment. Years 1-6 follow the White Rose Maths 'Small Steps' framework for planning a progression of teaching. Children engage with daily Maths lessons with their year group (in some cases this may be blocked as double lessons on certain days; dependent on other curriculum requirements). Additionally, focused whiteboard Maths sessions (20mins) are taught daily and children are streamed into suitable groups for these sessions to target knowledge of number bonds and times tables facts. These are assessed and reorganised on a half-termly basis.		
	Sharing work In Nursery, children talk about their learning, sharing ideas with their friends and teachers. Photographs and videos are kept and posted for parents on Tapestry. Subject Leader evidence (photos) is stored half-termly on Staff Data section of the server for Nursery & Reception. In Reception, Maths is recorded in a similar way and children also have an exercise book in line with the rest of the school. Children from Y1-Y6 each have an exercise book for written tasks and an assessment folder. Whiteboard work is used regularly in lessons. Regular homework tasks are linked to units and objectives taught in class Successes are celebrated in weekly 'Wonderful Work' assemblies.	**Questioning** Teachers use a range of questions in Early Years to develop thinking. Opportunities arise as we follow the Characteristics of Effective Teaching and Learning. For all year groups, questions woven through the planning for the units of work allow children to think deeply and logically. Children working towards the learning objectives and expectations are supported through careful adult questioning, peer questioning or specific 1:1 or small group support where needed. Children are also encouraged to ask their own questions (using correct mathematical vocabulary) and challenge themselves and each other in a respectful manner. Open questions to allow explanations and reasoning in answers are modelled by staff and encouraged in children.	**Online Safety** In Early Years teachers introduce, guide and monitor children playing on age appropriate games. Online Safety is ensured through children having personal log-ins and screennames / avatars that are not identifiable for online resources (e.g. Times Tables Rockstars). Any online and computing work reinforces school online safety guidelines.

	Local Context Local excellence and industries related to engineering ensure Maths and STEM activities are recognised as being of importance. Visits to Furness College, work with STEM ambassadors via the BAE graduate programme, sessions delivered by Cumbria STEM occur. Local organisations (Barrow District Association of Engineers) have been approached and have awarded bursaries for STEM projects and teaching. Working partnerships with local primary clusters, partner schools and SLEs is ongoing.	**Assessment** Ongoing assessment and adaptation to teaching occurs in all lessons. Early years also use baseline assessments, end of term assessments and "checkpoints" to inform RAG monitoring ito track progress through terms and years. In Years 1-6, regular assessments are used for Number Bonds and Times Tables facts. End-of-term assessments using NFER (years 1, 3, 4 and 5) and previous SATs papers (Years 2 and 6) are used as summative assessments.	**Resources** Children at Askam have access to a range of high quality resources to support learning in Maths. Early Years have a super range of indoor and outdoor provision to enhance Maths teaching. Further examples include: CGP, Collins and Twinkl textbooks and resources, White Rose slides and video teaching, Oak Academy resources, previous SATs questions. ICT is used to support learning as much as possible both in school and at home (e.g. access and encouragement with Times Tables Rockstars)

Impact	By the end of Key Stage 2, children are expected to know, apply and understand the matters, skills and processes specified in the subject of Mathematics programme of study.			
	PUPIL VOICE	EVIDENCE IN KNOWLEDGE	EVIDENCE IN SKILLS	BREADTH AND DEPTH
	Talking to children throughout the year groups (e.g. Subject Leader monitoring via interviews) shows children enjoy and understand their Maths work. Success is recognised within classes during whole school assemblies e.g. 'Wonderful Work Wednesdays' and specific subject certificates. In addition Early Years success is shared with parents via Tapestry.	Children are able to articulate themselves using acquired vocabulary from the Maths curriculum. They are able to use this accurately when discussing and reasoning about their work.	Children are able to apply their skills to wider Maths and problem solving. Key skills (number bonds and times tables) are assessed regualrly to monitor progress and groups are re-organised on this basis. Termly assessments using NFER and previous SATs papers monitors overall progress and identifies areas that may need further work.	Children are able to use skills in other curriculum areas. Examples of this may include such things as: measuring correctly for DT projects, accurate measurements and data handling when recording results in Science, chronology & timeline work in History, understanding data in geography).