



SACRED HEART CATHOLIC PRIMARY SCHOOL
A VOLUNTARY ACADEMY
VALLEY DRIVE, ILKLEY
WEST YORKSHIRE LS29 8NL

Telephone: 01943 609578

Fax: 01943 605448

Email: office@sacredheart.bradford.sch.uk

Acting Headteacher: Mrs A Rhodes

Jesus said, "I chose you, and appointed you to go and bear much fruit." (John 15:16)

Maths Curriculum Statement

Intent

At Sacred Heart School, we take a mastery approach to the teaching and learning of mathematics. Essentially, our ethos is that all children can be successful in the study of mathematics. We do not accept that 'some children cannot do maths' or that children should be limited by prior attainment. Maths is for everyone! We teach the skills to ensure our children are resilient learners who become life-long mathematicians. We aim to deliver an inspiring and engaging mathematics curriculum through high quality teaching. To ensure that maths mastery is consistently taught and embedded across school, Power Maths is used in all classes.

The Power Maths approach enables children to be numerate, creative, independent, inquisitive, enquiring and confident. Children should not be afraid to make mistakes and should fully embrace the fact that mistakes are part of learning! A mastery curriculum promotes a deep, long-term, secure and adaptable understanding of the subject, so that children become fluent in calculations; possess a growing confidence to reason mathematically and hone their problem-solving skills.

The intention of the Maths curriculum at Sacred Heart School is for children to be excited about maths. Developing a positive attitude to this subject is essential. Teachers promote children's enjoyment of maths and provide opportunities for children to build a conceptual understanding of maths before applying their knowledge to everyday problems and challenges. We ensure that challenge is provided for all children, whatever their understanding. Children are encouraged to be brave and push the boundaries, deepening their understanding further.

Implementation

At Sacred Heart, we recognise that children need to be confident and fluent across each yearly objective. Each lesson starts with a review of prior learning so that children have the opportunity to retrieve 'old' knowledge, which helps them to know and remember more. To ensure consistent progressive coverage, teachers follow the Power Maths scheme of learning to support their planning. Teachers explicitly model new information and present it to children in small manageable steps. Children then practice their new learning under the guidance of a teacher before moving on to work independently.

High quality resources are used in conjunction with Power Maths, such as White Rose, NRich, 'I See Reasoning and NCETM to support, stretch and challenge all children within the classroom. In addition, the school's calculation policy is used to ensure a coherent approach to teaching the operations across our school.

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Our curriculum builds on the concrete, pictorial, abstract approach. By using all three, the children can explore and demonstrate their mathematical learning. Together, these elements help to cement knowledge so children truly understand what they have learnt.

All children, when introduced to a new concept for the first time are encouraged to physically represent mathematical concepts. Objects and pictures are used to demonstrate and visualise abstract ideas, alongside numbers and symbols. Throughout Sacred Heart School you will see these three methods being used:

Concrete – children have the opportunity to use concrete objects and manipulatives to help them understand and explain what they are doing.

Pictorial – children then build on this concrete approach by using these pictorial representations, which can then be used to reason and solve problems.

Abstract – with the foundations firmly laid by using the concrete and pictorial methods the children can move onto an abstract approach using numbers and key concepts with confidence.

In addition, we place a strong emphasis on the **power of questioning**: this enables us both to explore conceptual understanding as a class as well as develop verbal reasoning skills during our lessons.

Impact

Low stakes pre-assessment occurs prior to the start of a new unit. This provides the opportunity for teachers to identify children who have not achieved the pre-requisites for the forthcoming unit of work. Teachers then plan pre-teach sessions to address gaps in learning.

Whole school summative assessment takes place 3 times a year:

| Assessment | Point in Year |
|------------|--|
| Drop 1 | November |
| Drop 2 | March |
| Drop 3 | May (Year 2 optional SATS & Year 6 SATS) June (other year groups) |

Following this, pupil progress and attainment meetings take place between teachers and SLT.

Formative assessment takes place on a daily basis and teachers adjust planning accordingly to meet the needs of their class. Rigorous AfL means that children, who need extra support with their learning, receive high quality keep up sessions and/or intervention time with a teacher or teaching assistant. Further to this, a formative assessment takes place two weeks after the end of each unit to ascertain retention of knowledge and allow for further follow up intervention.

SLT (including the Maths Subject Leader) frequently monitor the effectiveness of teaching through lesson visits, work scrutinies and pupil interviews.

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