**Maths Curriculum Statement 2020**

**Intent**

The intention of the Maths curriculum at Bolton Brow Primary Academy School is that children are taught to become competent and independent mathematicians. The ‘mastery approach’ to teaching maths is the underlying principle.

In the Early Years Foundation Stage (EYFS), we relate the mathematical aspects of the children's learning to the Early Years Outcome document. We provide children with opportunities to explore, learn, practise and improve their understanding of in number, calculation, and shape, space and measures, simple addition and subtraction problems, and to describe shapes, spaces, and measures. Adults scaffold children’s understanding of mathematics concepts through skilful interactions, as well as working with children in small focused groups. The Early Years’ environment is set up to encourage children to use their mathematical knowledge when learning through playing, both inside and out. In the Early Years, mathematical development involves children acquiring skills, gaining conceptual understanding and factual knowledge across a range of topic areas. We encourage children to make connections between concepts such as understanding that addition is the inverse of subtraction and ensuring that children develop logical reasoning skills, whilst being able to explain their ideas.

Instead of learning mathematical procedures by rote, we want pupils to build a deep conceptual understanding of concepts, which will enable them to apply their learning in different situations. Through mathematical talk, children will develop the ability to articulate, discuss and explain their thinking. We will provide the children with the necessary resources to allow all children to access the curriculum and encourage them to use this where appropriate to explain their logic and reasoning.

The 2014 National Curriculum for Maths aims to ensure that all children:

* Become fluent in the fundamentals of Mathematics
* Are able to reason mathematically
* Can solve problems by applying their Mathematics

At Bolton Brow Primary Academy, these skills are embedded within Maths lessons and developed consistently over time. We are committed to ensuring that children are able to recognise the importance of Maths in the wider world and that they are also able to use their mathematical skills and knowledge confidently in their lives in a range of different contexts. We want all children to enjoy Mathematics and to experience success in the subject, with the ability to reason mathematically. We are committed to developing children’s curiosity about the subject, as well as an appreciation of the beauty and power of Mathematics.

**Implementation**

There are opportunities for children to encounter Maths throughout the EYFS (both inside and outside) – through both planned activities and the self-selection of easily accessible quality maths resources. Whenever possible, children’s interests are used to support the delivery of the mathematics curriculum.

In Key Stage 1 and Key Stage 2, the content and principles underpinning the 2014 Mathematics curriculum and the Maths curriculum at Bolton Brow Primary Academy reflects the following principles and features characterise this approach and convey how our curriculum is implemented:

* Teachers reinforce an expectation that all children are capable of achieving high standards in Mathematics.
* The large majority of children progress through the curriculum content at the same pace.
* Differentiation is achieved by emphasising deep knowledge and through individual support and intervention.
* Teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge.
* Practice and consolidation (prior learning) play a central role. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts.
* Teachers use precise questioning in class to test conceptual and procedural knowledge and assess children regularly to identify those requiring intervention, so that all children keep up.

A wide range of resources are used to support the teaching of Mathematics, which are fully aligned with the White Rose Maths Scheme. New concepts are shared within the context of an initial related problem, which children are able to discuss in partners. This initial problem-solving activity prompts discussion and reasoning, as well as promoting an awareness of maths in relatable real-life contexts that link to other areas of learning. Across all year groups, children manipulatives to support their learning. Independent work provides the means for all children to develop their fluency further, before progressing to more complex related problems. Mathematical topics are taught in blocks, to enable the achievement of ‘mastery’ over time. Each lesson phase provides the means to achieve greater depth, with more able children being offered rich and sophisticated problems, as well as exploratory, investigative tasks, within the lesson as appropriate.

**Impact**

The school has a supportive ethos and our approaches support the children in developing their collaborative and independent skills, as well as empathy and the need to recognise the achievement of others. Children can underperform in Mathematics because they think they can’t do it or are not naturally good at it. The scheme followed addresses these preconceptions by ensuring that all children experience challenge and success in Mathematics by developing an ‘I can do it’ mindset. Regular and ongoing assessment informs teaching, as well as intervention, to support and enable the success of each child. These factors ensure that we are able to maintain high standards, with achievement at the end of KS2 above the national average and a high proportion of children demonstrating greater depth, at the end of each phase.

**Link to Maths Policy:**

Maths Policy 2019-20

Maths Calculation Policy

**For further information on how we cover the objectives of the national curriculum, please see the documents below:**

Year 1 to Year 6 Maths progression document

Year 1 overview

Year 2 overview

Year 3 overview

Year 4 overview

Year 5 overview

Year 6 overview