

Maths Statement

Intent

At Hillesley school our intent is to give children an enjoyable, rich and balanced mathematics curriculum so that they learn the mathematical knowledge and skills set out in the National Curriculum for mathematics. Specifically, a curriculum that develops their fluency, reasoning and problem solving – the key aims of the National Curriculum for mathematics. We aim to promote a positive attitude to mathematics so that all pupils feel included and can make progress from their starting points, using mathematics with increasing confidence, understanding and enjoyment. We provide opportunities for children to use their knowledge of basic mathematical concepts in real-life situations and throughout the curriculum in order to understand the importance of mathematics in everyday life. It is our intention to equip children for each stage of their education by ensuring that children are in the best possible position to achieve highly in lessons, in summative assessments, in the EYFS baseline assessment, in the end of Key Stage SATs and in the Year 4 Multiplication Check. We intend that children should be creative and playful when working with numbers and concepts, to make connections using what they know already. We want children not to be afraid of making estimates or conjectures and to try different approaches and methods to solving problems or making calculations, recognising that errors can be good as an opportunity to progress.

Implementation

The core of what we teach is taken from the National Curriculum for Mathematics and we use the White Rose Maths' scheme of work to underpin our Curriculum Outline and Medium-Term Plans because it sequences the objectives from the National Curriculum, building concepts and skills in an order and with sufficient breakdown of objective into smaller steps which our experiences has shown to be effective. There is a balance of revisiting prior learning and introducing new concepts. However, we recognise that different cohorts of children may require teachers to adapt the White Rose scheme to suit mixed age and mixed ability groupings. Some concepts and units may require longer or shorter lesson time but teachers will ensure that coverage of the curriculum is completed over time. In addition, the White Rose scheme is supplemented with a range of other resources to support maths teaching, including, but not limited to:

- Maths Frame – online consolidation and practice with associated games
- Topmarks learning maths games / White rose tablet games
- Times Tables Rock Stars – adaptive online game to develop fluency of multiplication and division facts
- Fluent in Five
- My mini maths (Y6 arithmetic fluency and target questions)
- NRICH – investigations
- Maths Mystery Investigations (Twinkl)
- Maths is fun – online maths dictionary
- Diagnostic questioning (White Rose Section) to provide 'hinge' questions for use in lessons
- Abacus Text Books consolidation activities and extension 'think' questions
- Primary Stars website

Impact

Each child's progress is regularly assessed through daily formative assessment and through summative assessment and this informs day to day planning. At Hillesley school, there are three assessment windows each year (Autumn, Spring and Summer terms).

When?	Assessment Type
Daily	Formative assessments from lessons Information may come from asking and answers to questions Responses on whiteboards Children's explanations to whole class 'live' marked work Individual, incidental conversations with pupils during lessons Discussion of extension activities 1:1 work
Ongoing feedback from fluency tasks	TTRS (and other adaptive platforms) Data is provided throughout the school year to support assessment of key number facts
Following a block of work/during an assessment window (3 times per year)	White Rose end of term assessments Teachers may use these assessments to make judgements about progress and attainment Use of these tests/results should be considered in light of mixed age cohorts and the timing of particular units for mixed age classes. In KS1 questions may be selected to reflect what has been
Reception / Year 1 Summer Term	Teacher assessment against Early Learning Goals
Year 1 Summer Term	White rose (adapted end of unit or end of summer term test
Year 2 Summer Term	KS1 SATs or White Rose end of summer term test
Year 4 Summer Term	The national online Times Tables Check is administered
KS2 Y3,4,5 At the end of each academic Year	Testbase 'optional' SATs style standardised tests Year groups and content specific tests are given to children in Y3,4,5 in May/June each year. These tests are used to verify / support judgements made throughout the year.
Annually in May	Year 6 externally marked SATs

Children's progress and attainment is formally assessed and reported to the subject leader and head teacher following each of the 3 annual assessment windows. Teachers report on children's mathematical progress and attainment to parents at the end of each academic year as well as giving assessment information at Parents' Consultations.