



Churchside Federation

Subject Statement for Mathematics

Proverbs 22:6 *Train a child in the way they should go and when they are old they shall not depart from it.*

Curriculum Overview

At Churchside we aim to foster an enthusiasm for Maths while developing a confident understanding of the subject. Maths teaches children to solve problems and it develops their ability to reason. It is essential to everyday life as well as being crucial to success in many other subjects, such as science, technology and engineering. Our children should be able to effectively use Maths as a tool both within and outside of school. At the same time, they should also develop an appreciation of the subject in its own right, by exploring patterns, investigating and discussing mathematical ideas.

Intent	Research link	Implementation	Impact
<p>To provide a high-quality Maths curriculum that enables all children to progress.</p> <p>To produce children who are competent users of Maths and recognise its value.</p> <p>To promote an enthusiasm for Maths.</p>	<p>“In mathematics, teacher knowledge is a key factor in the quality of teaching.”</p> <p><i>Improving Maths in Key Stages 2 and 3: Evidence Review (Nuffield Foundation, 2013)</i></p> <p><i>Improving Maths in Early Years and Key Stage 1 (EEF, 2020)</i></p>	<p>The long-term plan ensures that all areas of the National Curriculum are covered across the year, with opportunities to revisit and apply.</p> <p>Medium-term plans for each Year Group for each area of Maths support teachers’ subject knowledge and aid planning. Teachers produce their own short-term learning sequences, with consideration of the golden threads of Maths. Maths ‘Bibles’ for each year group further support teachers’ subject knowledge. These plans and resources were produced in collaboration with DNEAT Maths Network, supported by Maths Specialist teachers.</p> <p>Maths Essentials & end of year expectations are shared with parents and homework activities encourage children to practise their skills and look for opportunities to apply Maths in real life.</p> <p>Regular monitoring (both through lesson visits and looking at children’s work) ensures Maths teaching is effective and, where gaps in teachers’ knowledge are identified, appropriate CPD is provided. BIFs are used to improve specific aspects of Maths across the whole Federation.</p> <p>PIXL informs teacher assessments, which are then moderated both internally every term and externally at least once a year. Teachers monitor pupil progress, identifying where pupils may need additional support. SLT analyse progress data to identify cohort, group or whole school trends, planning appropriate actions where necessary to secure good progress for all.</p>	<p>Children enjoy and are enthusiastic about Maths in our school. They recognise its value and can talk about situations beyond Maths lessons where Maths is used.</p> <p>There is a clear progression of children’s work and teacher expectations throughout the year groups. Children’s work shows evidence of coverage of the full Maths curriculum, with opportunities to apply this in different contexts.</p> <p>All children have opportunities to reason using age-appropriate mathematical vocabulary. Maths lessons include opportunities for discussion and a range of manipulatives and representations are used to develop conceptual understanding.</p> <p>Feedback from teachers has impact on pupils, by identifying misconceptions, developing skills or posing challenges.</p> <p>Standards in Maths at the end of the key stages are at least in line with National and arising issues are addressed effectively in school. The majority of pupils make good progress and additional support is in place for those who need it.</p> <p>Our SLT and governors are kept up to date with developments in the way Maths is run in our school with subject reports, action plans and review meetings.</p>