

# Maths @ Greetland



Maths is a vital part of the curriculum at The Greetland Academy and our vision is for all children to have a love of Maths. We want all of our children to be successful and confident mathematicians that have been provided with the strong and secure mathematical knowledge that will give them the correct foundations for later life. The Maths curriculum supports children in becoming number fluent as we know this will contribute to their learning and knowledge of all other areas of Maths. It will be this ability to apply their understanding across different mathematical concepts that will enable our children to be effective and resilient problem solvers, recognising that there could be more than one approach to solve a problem.

Our Maths curriculum is iterative – the National Curriculum objectives are organised into a progressive order so that the knowledge and skills are revisited throughout the year and applied to different concepts. Maths is delivered daily and includes fluency, reasoning and problem solving. We use White Rose Maths and NCETM to support the delivery of our Maths lessons and our teachers' CPD. We have Testbase, I See Reasoning and I See Problem Solving available as resources to ensure we are exposing children to a wide variety of question types in order to develop children's problem solving ability.

In EYFS and KS1, we use the NCETM Mastering Number Programme to develop children's number sense and fluency. The Mastering Number Programme is also delivered as in intervention at KS2 for children with SEND. We have developed a Number Fluency Continuum that includes key skills that children should have mastered in each year group and these skills are regularly revisited and repeated.

Each Maths session begins with a 'Give me 5' recap. The 5 questions focus on number and place value, a calculation, securing knowledge of the prior unit, securing knowledge from the current unit and a question that targets a concept the children are finding difficult. Maths lessons follow a CPA approach, recognising that this approach is not linear and children can integrate between the concrete, pictorial and abstract phases to develop their conceptual understanding. There are a range of manipulatives available to teachers, outlined in our Calculation Policy, such as numicon, base 10 dienes, tens frames and place value counters. The manipulatives are selected carefully so that they clearly show the concept being taught.

During Maths lessons, teachers model their mathematical thinking and use sentence stems to develop the children's ability to articulate their understanding using correct vocabulary. Vocabulary and sentence stems are displayed on the working wall for children to refer to. Seesaw is used as a tool for children to capture their learning with concrete manipulatives and also for them to record their own mathematical explanations.

Regular formative assessment informs the future teaching of Maths lessons and any 'catch up' intervention that may be required. 'Catch up' interventions are put in place for children that need more support with a concept that has been taught. This is reactive based upon each Maths lesson. Summative assessment happens termly and children's progress is reviewed with the senior leadership team.

The impact of our Maths curriculum is that children understand that Maths is essential for everyday life and is a fundamental skill that everyone requires. They can see the importance of what they are learning and how it is setting them up for a successful life in modern Britain. Children have a love of Maths and learn in an environment where Maths is delivered in an engaging way and children have the belief that they can do! Children are eager to improve their own Maths skills and approach problem solving with resilience, asking questions so that they can develop their own understanding. Monitoring shows that Maths books evidence work of a high standard where children, of all abilities, are answering a range of fluency questions and are exposed to reasoning and problem solving questions. Our results at the end of KS2 are above national average and show that children are achieving well in Maths.