Mathematics at Monken Hadley

Curriculum Intent

At Monken Hadley, our intent for mathematics is to teach a balanced, creative curriculum which equips our learners with the mathematics skills they need for their future lives. Mathematics is seen as a tool to help children make sense of the world around them.

The Monken Hadley Curiosity Curriculum extends to mathematics through carefully selected problems, investigations and opportunities for mathematical discussions. We want to provide children with the mathematical communication skills so they are confident to explore and explain ideas through symbols, pictures and language.

Teachers understand the need for both procedural fluency and conceptual understanding in order for children to reason and problem solve. Teachers are supported to ensure they are confident in the skills and subject knowledge required to teach the curriculum.

Our curriculum has a clear progression of skills which are recapped and built on each year to help embed the knowledge and develop long lasting “sticky knowledge”.

We aim to challenge all children in every lesson. More able children have opportunities to dive deeper into concepts, whilst children identified as SEND or not working at age appropriate levels are supported during lessons to access the curriculum. There are regular opportunities to revisit learning and additional maths interventions for those who require it.

Curriculum Implementation

Our mathematics lessons follow the resources and progression provided by White Rose. Our long term planning for each class ensures that all age appropriate objectives are covered in the mixed year group classes. Teachers have access to White Rose Hub planning and resources but also have the freedom to supplement their teaching with other resources to best meet the needs of their students.

Resources are widely used to give children a visual representation of concepts and a learning support when required. A mixture of independent, partner and group work is encouraged to build confidence in all children to tackle new problems.

To support staff and children we also have a range of mathematical resources available to represent mathematical concepts, including Base Ten and place value counters. Staff are encouraged to share ideas, strategies and resources that they have found effective.

In KS1, children in Chestnut class build a strong number sense by following the NCETM Mastering Number Programme in addition to their Maths lessons. They use rekenreks to represent numbers visually and see the operations they are performing. This ensures that all children leave KS1 with the knowledge of number required for the KS2 curriculum.

The Mastering Number Programme also continues in KS2 for pupils identified as needing additional, targeted support to secure firm foundations in place value, additive reasoning, and rapid recall of key number facts.

Where possible, mathematics skills are integrated into cross curricular learning and applied to enhance other subjects.

Curriculum Impact

To ensure the success of our pupils, we must know where they are, and the next steps required for progress to continue.

Quality first teaching which adapts to each mixed aged cohort is essential. Teachers use a mixture of formative and summative assessment to guide their planning and teaching.

To assess children, teachers monitor children's progress against the daily learning objective in written work, observe children with daily quick AfL techniques and engage in conversations to assess the depth of children's understanding. In addition, children sit a termly assessment paper provided by White Rose. Teachers can also choose to complete an end of unit assessment to reflect on learning and identify areas to come back to.

All teacher assessments are collated and input into our management information system where teachers indicate children's progress against National Curriculum statements. This helps to identify trends and gaps so appropriate measures can be put in place. Progress is reviewed by SLT and attend termly Pupil Progress Meetings are held. As a staff, we regularly discuss and review the impact of our mathematics curriculum and review and adapt where necessary to best meet the needs of our children.

Children leave our school with a secure understanding of mathematical concepts, a confidence in maths and are ready for the next stage in their education.