



# Subject Policy - Maths

**Reviewed by: Gary Brown**

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## **INTENT:**

At Debden Church of England Primary Academy, all of our curriculum disciplines are used to underpin our school vision, which is to ensure that the children in our care:

- Progress exceptionally well academically, across a broad and knowledge-rich curriculum;
- Develop into confident compassionate, well-rounded individuals, in a safe, caring, Christian environment;
- Become equipped with the learning skills needed to deal with future challenges;
- Create happy, positive memories of their childhood.

Our maths curriculum has been carefully constructed through close consideration of both the expectations of the National Curriculum and the vision and contextual requirements of our school and its children. Through our maths curriculum, we aim for children to:

- Be highly numerate and develop a growth mindset about mathematics, to enable them to function as mathematicians throughout their lives;
- Develop mastery of mathematical concepts, through a rigorous approach to application, varied fluency, and problem solving;
- Develop learning skills that they will need across other disciplines, for example resilience, critical thinking and being able to articulate their thinking;
- Help them to enjoy and appreciate mathematics, through stimulating and imaginative curriculum content.

## **IMPLEMENTATION:**

Maths is taught every day across all year groups, customarily before the lunch break, as studies show that this is when children learn best. The White Rose Scheme of mathematics underpins our curriculum structure, however staff have the flexibility to adjust these schemes in order to best meet the interests and needs of their class. We have chosen the White Rose curriculum as it is taught in intensive 'blocks', allowing for greater depth of study, and increased opportunities to build schemata.

We are looking at ways to better aid children's memory of mathematical concepts through various strategies related to knowledge recall. For example, we regularly open lessons with questions relating to prior areas of study.

## **IMPACT:**

Outcomes in maths are demonstrated primarily through the children's results in the Key Stage 1 and Key Stage 2 SATs assessments. The value-added measure that these tests provide offer the foremost gauge of their progress. In addition to this, maths books, evidence children's development of skills and their acquisition of identified key knowledge. Children review the agreed successes at the end of every session and are actively encouraged to identify their own target areas, with support from their teachers. Children also record what they have learned comparative to their starting points at the end of every topic. The Headteacher meets with selected groups of

children from each class to ascertain the mathematics knowledge that they have developed over the course of the term. Impact is moderated with our outstanding sister school (and other schools within the locality) at the conclusion of each half term, which also develops teacher consistency and subject understanding.