



Curriculum Intent:

The purpose of Mathematics at The Spire Federation is

- to ensure that all children will benefit from a rich and inspiring mathematical education which will establish a secure foundation upon which they will be able to build throughout their life.
- to develop an appreciation of the beauty and power of Mathematics and a sense of enjoyment and curiosity about the subject.

The content of our lessons will be in line with the programmes of study for Mathematics which form part of the National Curriculum. In line with the aims of the National Curriculum, we will ensure that all pupils are taught a progressively challenging and deep curriculum which enables all learners to become fluent in the fundamentals of Mathematics; reason mathematically and solve problems using their mathematical skills.

At the Spire Federation we believe that:

- Mathematics is all about becoming a creative thinker and NOT a calculator.
- Mathematics is not about numbers, equations, or the number of ticks in your book: it is about UNDERSTANDING.
- Mathematics is not a spectator sport. The only way to learn Maths is to do Maths!

We are part of the DfE funded Maths Hubs programme and are in our fourth year of this programme. This academic year we will focus on ensuring that staff at all levels understand the pedagogy of the approach by involving more staff in the focussed research groups.

Our [Curriculum Golden Threads - Diversity Drivers, Wellbeing Warriors and Planet Protectors](#) are interwoven throughout lessons.

Curriculum Implementation:

- Teachers reinforce an expectation that all children are capable of achieving high standards in Mathematics.
- To ensure whole school consistency and progression, the school uses the DfE approved 'Power Maths' scheme which is fully aligned with the White Rose Maths scheme. **This scheme of work and related pupil books has been developed to meet the needs of a teaching for mastery journey; however, teachers will, at their discretion, move away from or supplement this with additional materials, as they see fit, to meet the needs of the pupils.**
- Should children be required to work from home, for example due to isolation, we use White Rose.
- Children are given the opportunity to develop their problem-solving and reasoning skills through a variety of resources, question styles and formats.
- Timestable Rockstars and weekly timestable tests are used from Year 2 upwards to support children in fluency in learning their multiplication tables
- Children are taught in individual year groups to allow for small group, focused teaching.
- We expect that the vast majority of pupils will work together on the same lesson content at the same time; however, we will make additional provision for those pupils with a specific SEND that affects their ability to learn in Mathematics.



The Spire Federation - Maths Intent, Implementation & Impact

- Differentiation is achieved by emphasising deep knowledge and through individual support and same day (wherever possible) intervention.
 - Lessons use a Concrete, Pictorial and Abstract approach to guide children through their understanding of Mathematical processes.
 - Throughout lessons, children will be encouraged to use precise mathematical language, as modelled by their teachers, so that mathematical ideas are conveyed with clarity and precision.
 - Maths working walls display linked Maths vocabulary for children to become used to a rich and varied Mathematical language.
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Curriculum Impact:

As a result of the Maths teaching at The Spire Federation, you will see:

- Engaged children who are all challenged at all levels of learning and encouraged to reach their potential.
- Children tackling mathematical challenges with resilience, confidently using concrete resources and visual representations.
- Confident children who can all talk about their learning in Maths and use Mathematical vocabulary and resources.
- Different representations of Mathematical concepts.
- Learning that is tracked and monitored through end term assessments.
- All children are making good and consistent progress.

Teachers carry out formative assessment through AfL in each session and feedback is given to children verbally, through self/peer assessment and through marking. Teachers then use this assessment to influence their planning. Children are rapidly identified as needing further challenge or additional support, and we ensure that this is provided in a timely manner. In addition, summative tests are undertaken to support teacher assessment and planning.

We regularly monitor the quality and impact of our mathematics curriculum through targeted learning walks, book scrutiny and pupil interviews. In addition to this, we survey our staff and pupils to identify their perception of mathematics and identify CPD needs.

Our Golden Threads are interwoven through our Maths Curriculum:

- **Diversity Drivers** – we ensure different communities and interests are represented in the problems.
- **Wellbeing Warriors** – we address preconceptions by ensuring that all children experience challenge and success in Mathematics by developing a growth mindset.
- **Planet Protectors** – children value the importance of number and data and how this can support with monitoring and protecting the environment.

