

An Overview of the Maths Curriculum at St Michael's



The Lord says, 'For I know the plans I have for you plans to give you hope and a future.'
Jeremiah 29 verse 11

At St. Michael's School, maths follows the key aims of the National Curriculum and, through a mastery approach, is designed to equip pupils with the mathematical skills they need to have a deep understanding of maths. They become fluent, competent and confident in the basics of maths developing their ability to calculate, to reason and to problem solve. These transferable skills will allow pupils to develop their understanding and the ability to recall and apply knowledge rapidly and accurately. This will ensure pupils are able to reason mathematically and solve problems which will support pupils in the future when faced with new challenges, giving them the resilience they need to achieve and to make a confident contribution to society. Emphasis is placed on developing pupils' vocabulary appropriate to the area being studied through the use of consistent, precise mathematical vocabulary, use of stem sentences developing oracy and through modelling. Pupils will understand that maths is inclusive for all pupils and it can be fun and, through our curriculum, they will operate successfully in everyday life.



Learning is progressive and delivered through daily discrete lessons as well as weekly arithmetic lessons following the National Curriculum. Due to a whole class, step-by-step approach, children at St. Michael's are able to move through the curriculum at broadly the same pace. In addition to daily maths lessons, we ensure that Mathematics is embedded across our curriculum, where relevant, so that links are made to real life contexts. The design of the learning ensures that we deliver the acquisition of skills and knowledge in a way that shows clear progression from year to year. Fluency, reasoning and problem-solving are integral to daily lessons using a variety of teaching and learning strategies where teachers plan for a concrete, pictorial and abstract approach so that children can see the connections in maths and understand that mathematics can be represented in different ways. We also believe that challenge is for all pupils. The use of the whole school bar model policy supports this implementation to guide members of staff in supporting pupils in visualising the mathematical problems and concepts to solve problems. In addition, 'Walk into Learning' is used to consolidate the pupils' learning, extend it further or revisit prior skills before moving on to new objectives. The school's calculation policy is followed throughout the school which is specific for each year group and daily 'fluent in five' enables pupils to regularly practise and embed prior learning.

Teachers plan lessons based on the NCETM mastery materials to meet the National Curriculum aims. In addition, they use their own professional judgement, daily formative assessment and feedback from pupils. Feedback is provided to pupils verbally, teacher marking, peer marking and self-marking. This informs teaching for the next lesson. Those pupils who need additional support are identified through termly Raising Attainment Plan and through daily reactive interventions when needed.

Home learning in Key Stage 2 is provided through participation in My Maths and Times Table Rockstars which practises key number facts. Parents are regularly welcomed into school for curriculum workshops, which provide opportunities to see maths being taught.

This model of implementation is underpinned by strong pastoral provision for pupils and their families and the distinctly Christian ethos of the school.

We measure the impact of our curriculum through assessment for learning opportunities, book scrutiny, pupil and parent voice feedback, data analysis and learning observations. Through these forms of continuous and robust assessment, the particular talents, gifts, interest and curiosity of individuals are identified and nurtured to ensure personal motivations and ambitions are encouraged and fostered. As a result, we aim for our pupils to be confident, articulate and enthused by their learning, and are keen to share the knowledge they have acquired.

Pupils' good behaviour is a result of their positive engagement in the curriculum on offer. Pupils attain well, make outstanding progress from their starting points and aspire to be the best they can be. We know we have succeeded when pupils leave year 6 fully prepared for the next stage of their learning journey.