

Maths Statement Intent 2023 - 2024

Intent

As stated in the 2014 Maths curriculum aims, the Maths curriculum at Springfield is designed to meet the needs of all pupils, allowing them to:

- become fluent in the fundamentals of Mathematics
- reason mathematically
- solve problems by applying their Mathematics

Through our teaching, we ensure that children enjoy maths and become confident in their use of mathematics. The children will become independent learners who can reason and develop the curiosity to see links between maths and other subjects.

We instill a love of learning, a belief that anything is possible and demonstrate resilience when meeting a challenge. This develops the pupil's independence and strength of character.

Implementation

Much rigor is put in to ensuring that the way maths is taught at Springfield Junior School is consistent throughout the school and that the skills taught are progressive yet build on past learning.

The school day starts with all classes completing questions based on calculations. The first 4 questions are +, -, and \div . This allows the children to recap and apply arithmetic skills they have previously learned. The next question is based on a whole school concept selected through analysis of lessons and assessments. The final question are based on what each class needs to revisit to develop efficiency.

During maths lessons, Springfield Junior School uses White Rose Maths to follow a mastery style of teaching. Teachers have high expectations and pupils are encouraged to achieve the best possible.

The children move through the curriculum at roughly the same pace but some may receive extra support in the form of scaffolding, use of manipulatives, pictorial representations or adult support. Those who require a more tailored curriculum work alongside the class to complete adapted work based on Formative Footprints. These are used to rapidly close the gaps in learning. Many children also have their knowledge and understanding deepened through questioning, explaining and deep reasoning activities.

Throughout the lessons the children at all levels are expected to explain and justify their answers and ways of calculating. This helps to deepen understanding. Teachers use precise questioning to check conceptual and procedural knowledge.

Teachers follow the White Rose Small Steps and supplement this with a range of additional resources.

Throughout the lesson the pupils are answering, explaining, proving and supporting each other with their learning. The teacher facilitates the learning but the explanations and discussions come from the pupils. The curriculum allows for an engaging and interactive exploration of maths.

Lessons also include a Going Deeper question which is there to push the thinking and knowledge further and applies the learning to different situation. To elaborate on the how and why of mathematics.

Pupils also complete daily times tables and compete in a weekly times tables challenge, to see which class has progressed the most. This is differentiated for each year group and progresses in line with White Rose Maths and the NC.

Impact

This method of teaching maths allows all pupils to achieve. The aim at Springfield Junior School is that children make rapid progress from their starting point through wave one teaching. They are all given the same maths diet and access to the same work. Through scaffolding and careful questioning all pupils are supported to reach the same end point and by using a method of repeated exposure, we can ensure that the skills stay in the pupil's long-term memory.

Teachers use live marking throughout lessons to adjust the children's learning where needed and assessment is also used to restructure.

There is no lid put on any child's learning. This has enabled us to make learning fun, achievable for all and to show improved outcomes.