



# Maths at St John Vianney

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## Maths Curriculum

A high-quality maths education will ensure that all pupils become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. They will be able to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language and can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.(NC 2014)

## Intent:

At St John Vianney our intent for mathematics is to teach a rich, balanced and progressive curriculum using Maths to reason, problem solve and develop fluent conceptual understanding in each area. Teachers and governors are kept regularly informed of developments in our frequently reviewed curriculum. Teachers are supported and aided in their roles ensuring confidence in the skills and facts they are required to teach. Lessons are child focused and maths is kept fun and current in school.

Our curriculum allows children to better make sense of the world around them relating the pattern between mathematics and everyday life. Our policies, resources and schemes support our vision e.g. our calculations policy, with many examples showing concrete, pictorial and abstract to develop a deeper understanding, White Rose Maths for planning and problem solving, Mathletics to enhance and support the children's maths work in and out of the classroom and TT Rockstars to build multiplications skills and speed.

## Implementation

Subject expertise allows the intentions of our mathematics curriculum to be executed successfully. As subject leader, I have over 7 years' experience in the role and have taught year six for the last 9 years. This has allowed me to gain an excellent knowledge of the expectations of the curriculum. CPD is important in maths and all staff are being encouraged to raise any issues they have within mathematics in order to ensure everyone is confident in what they teach. At the present time Mrs Day and I are completing a Mastery Readiness course and passing the skills to the teachers. The KS1 teachers are having support in planning and teaching from the LEA maths leader. Good practice is always shared between staff and all CPD is used to inform teaching and learning across school.

We have recently completed a maths audit and a wish list and purchased many manipulatives for individual classrooms. Each class has been given a box with various practical resources for ALL children to be given the opportunity to use in maths lessons to develop their understanding. All classes have 'enable' maths tables with practical resources to support learning. There are working walls with modelled work, examples of children's work and problems to solve and prove.

We have separate fluency lessons each day for 20 mins. This is to build the confidence of the children with their skills.

We have a gifted and talented day for Y5 children where 8 schools are invited from the borough. There is a competition. It is led by Anthony Reddy with support from myself.

## Impact

- Our maths books are packed with a range of activities showing evidence of fluency, reasoning and problem solving. Our feedback and interventions are supporting children to strive to be the best mathematicians they can be, ensuring a greater proportion of children are on track.
- Teachers have become more confident using a 'hook' to bring children into the lesson and have resources for the children to access the problem.
- Children 'have a go' and choose the equipment they need to help them to learn along with the strategies they think are best suited to each problem. Children are developing skills in being articulate and are able to reason well verbally, pictorially and in written form.
- The children are developing their fluency skills and it is enabling the children to be able to 'open the door' to solve problems.
- The children are effectively challenged and are given an opportunity to solve difficult problems in competition and find new strategies to use when solving problems.

## Plans for the future

To enable teachers to watch good practice in other classes and schools to show the different strategies and methods that can be employed when teaching maths.

Involvement of parents, grandparents and members of the wider community in evolving and developing our maths curriculum. Have a maths day, giving the opportunity for families to come in and work with children.

To ensure the children have opportunity to apply their mathematical knowledge to science and other subjects of the curriculum on a regular basis.

