



Mathematics Statement

Our Ethos

At St. Teresa's School we understand that mathematics is an essential part of a balanced curriculum and is a tool that all people need in their day-to-day lives. Mathematics is also a useful language; a worldwide system of communication. It builds logical thinking and trains children to solve problems. The children learn that mathematics is a unique way of viewing and making sense of the world. All learners should become fluent in the fundamentals of maths. They should be able to reason mathematically and solve problems.

We place an emphasis on mental maths and encourage children to estimate solutions to problems before using jottings and formal written methods. We encourage children to engage in practical activities to develop their understanding during maths lessons as well as through other areas of the curriculum. The teachers use 'Target Your Maths' text books and an online Mathletics Program as well as a wider range of resources to support the progress of children of all ages.

Mastery Statement

We describe mastery as being able to do something 'standing on your head.' Mastery is an ethos and an approach for excellent learning. It is therefore our belief that everyone can master maths and the term is NEVER used as a descriptor for those classed as 'more able' mathematicians.

Teaching and Learning

At St. Teresa's School, it is essential that our children enjoy their mathematics work and gain a sense of achievement at all levels. We aim to give our children opportunities to develop a sound understanding of basic mathematical concepts through interactive whole class teaching and suitably differentiated activities. We ensure that all pupils follow a broad and balanced mathematics programme based on the Early Years Foundation Stage curriculum for Reception and children in Years 1-6 follow the Primary Mathematics Curriculum.

Children are given opportunities to select the degree of challenge they feel confident to complete in lessons. Through the curriculum, we aim for the children to become **fluent** in the fundamentals of mathematics, including through varied and frequent practice (morning fast learning) with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. They are taught to **reason mathematically** using appropriate mathematical language. Our aim is for the children to be able to **solve problems** with increasing sophistication. Mathematical links to other areas of the curriculum are sought to enable children to apply these skills in a variety of ways. Children need to understand all areas of mathematics, both concrete and abstract to achieve this.

We ensure that children can work individually, collaboratively in groups and within the whole class, to allow children to develop as independent learners, able to make decisions about their own work.

Parents are informed throughout the school year of curriculum content and expectations and are encouraged to support their child. Homework tasks are set regularly.

Internal Assessment

Assessment of National Curriculum objectives are carried out through various assessment materials. Tests are administered half termly and are based on the age related expectations of each year group and cover the content domain of each period. These assessments are paired with teacher assessment of work in lessons that can be evidenced in books and folders.

Data is analysed by class teachers and amalgamated by the SLT to give an overview of progress in maths and identify the trends within vulnerable groups of children. Provision is made for those who require intervention beyond quality first teaching.

Moderation

We discuss the progress of groups of children at whole staff Achievement Team Meetings. Class teachers meet with the Headteacher and Assessment for Learning Leader once per term to validate the outcomes of end of term assessments. We regularly moderate our judgements within our Catholic Schools.

