

Maths at George Street Primary School

Intent:

Mathematics is a necessity in everyday life. At George Street Primary School, we want our children to develop an ability to ask questions, to reason, to problem solve and to be able to articulate maths knowledge with confidence.

Children's learning is carefully sequenced through our cumulatively and challenging spiral curriculum, taking into account what has been taught and what knowledge and skills are needed for the next stage of our pupil's mathematical development. New maths concepts are introduced using a 'Concrete, Pictorial and Abstract' approach; enabling all children to experience hands-on learning when discovering new mathematical topics, allowing them to have clear models and images to aid their understanding.

At George Street, we encourage an atmosphere where mistakes are valued and growth mindset is seen as part of the learning. We believe that given suitable opportunities and the right environment, children can reach their full potential and become successful mathematicians.

Implement:

The use of the Maths Essentials scheme of work supports the implementation of our curriculum and ensures the complete coverage of the National Curriculum objectives. New teaching content is taught through small steps so children can make connections and build on prior learning for secure and deep understanding. We consistently model mathematical talk as it is essential to develop children's understanding of mathematics. Purposeful talk can clarify, refine and extend understanding of important mathematical language and concepts. Our early mathematics concentrates on children grasping a good number sense as we know it is essential for laying the foundations of developing fluency and reasoning within maths.

To ensure that children have an enriching mathematics curriculum, we also use 'Active Maths' which helps inspire, motivate and engage pupils in their learning inside and outside of the classroom environment whilst also increasing levels of physical activity.

At George Street, work is differentiated to ensure all learners can access and make progress in the curriculum. Pupils are given opportunities to work independently and collaboratively to help build resilience and further embed mathematical vocabulary through partner talk.

A large emphasis of our teaching and curriculum design is centred around ensuring children reactivate and maintain the concepts they have been taught and are fluent in the fundamentals of maths. One of the ways we do this is by providing opportunities for daily retrieval practice through 'Maths Fluency' sessions using targeted questioning.

Impact:

We measure impact through our use of learning walks, book scrutiny, pupil voice, formative and summative assessments. Through daily recapping, teachers are always formatively assessing children, enabling the teacher to respond to children's needs and any misconceptions that arise at the point of teaching and also plan for future learning.

By the end of their time at George Street the attainment gap for our disadvantaged and SEND pupils will have narrowed. We aim to have 80+% of pupils leaving George Street working at age-related expectations.