Maths at The Duke of Bedford

Intent

At The Duke of Bedford, we recognise the importance of mathematics throughout each child's everyday and future life. It enables children to understand relationships and patterns in both number and space in the world around them. It is essential to everyday life, critical to science, technology and engineering and necessary for financial literacy and most forms of employment. We intend to give each child the self-confidence and resilience to reach their full potential by ensuring that they have the tools to calculate fluently, reason logically, problem solve and think in abstract ways.

Our aim is to encourage pupils to become confident, competent and independent mathematicians by building a deep conceptual understanding of maths and its interrelated content so that children can apply their learning in different situations. We will develop children's ability to articulate, discuss and explain their thinking using appropriate mathematical vocabulary in an 'Mistake Friendly' environment which see mistakes as an important part of learning. Furthermore, we want to instil the mind-set in every child and staff member that everyone can do maths and that maths is for everyone so pupils are resilient and inquisitive learners.

Implementation

It is essential that children have a deep understanding of the most important elements that underpin the mathematics curriculum so that there is consistency and continuity as children move from one-year group to the next. In Maths we recognise the value of making a coherent journey through the national curriculum and each year group follow a medium-term plan where small, cumulative steps build a solid foundation of deep mathematical understanding. Maths is taught using White Rose and Power Maths (government recommended) Mastery approach teaching materials on a daily basis.

Regular recapping on previous knowledge is practised throughout each year group using Maths-4-A-Day along with x-tables using Times table Rockstars and our own Duke of Bedford Challenge, for x-tables and number bonds. This supports the work we implement on increasing arithmetic skills in mathematics.

Assessment is threaded throughout both each lesson and unit of work; and appropriate revisions to planning are made by the class teacher to ensure all lessons are tailored to best meet the needs of their children. Once a unit of work is completed, the children will complete a 'Maths Master' assessment, by completing this the teacher and pupil can assess their knowledge and understanding of the content that has been taught.

Termly assessments will be taken by Year1 to Year 6 using PiXL assessment papers as well as previous SATS papers for Years 2 and 6.

Impact

The impact of our Maths curriculum is:

- Children are happy learners who talk enthusiastically about their learning and eager to further their progress in maths
- Children's fluency in number is evident in our proven track record of high success in arithmetic
- Children achieve high standards in the Year 4 MTC or in line with national average.

- More consistent teaching practices that are well-known to be more effective for pupil progress long term, evident across school
- Teacher assessment of the depth of learning is also increasingly accurate
- These factors ensure that we are able to achieve high standards, with achievement and progress at the end of KS1 and KS2 in-line with that of the national average, as well an increasing proportion of children demonstrating greater depth, at the end of each phase.