

## Maths Statement

At Shoreham Beach Primary School, we value maths as a key life skill and are dedicated to enabling our pupils to become confident lifelong mathematicians. Maths 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.

### Intent

- Children to become confident, competent and independent mathematicians
- To build a deep conceptual understanding of maths and its interrelated content so that children can apply their learning in different situations
- To develop children's ability to articulate, discuss and explain their thinking using appropriate mathematical vocabulary
- To enable children to develop the power to 'think' rather than just 'do'
- Children to develop into critical thinkers and inquisitive learners – skills needed to become lifelong mathematicians
- Deliver an inspiring and engaging mathematics curriculum that sparks curiosity, excitement and nurtures confidence in maths

### Implementation

It is essential that children have a deep understanding of the most important elements that underpin the mathematics curriculum. We expect consistency and continuity as children move from one year group to the next. To ensure this, teachers use the White Rose Maths Hub for long term planning ensuring effective curriculum coverage and a range of activities from NCETM, The White Rose Maths Hub and NRich using a PACE approach to maths. (Practise, Application, Challenge and Explain).

- Concrete manipulatives and pictorial representations are used to support and secure conceptual understanding and to make links across mathematical areas
- Teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster conceptual and procedural knowledge
- Teachers use effective questioning in class to test conceptual and procedural knowledge and assess children regularly to identify those requiring intervention. Children's explanations and their proficiency in articulating mathematical thinking and reasoning, with the precise use of mathematical vocabulary, are supported with teachers placing a strong emphasis on the correct use of mathematical language
- Children independently select a Practise, Application or Challenge task
- Regular and ongoing formative assessment during the maths session informs teaching, as well as intervention, to support and enable the success of each child

- Children's attainment and progress is discussed and analysed in Pupil Progress Meetings. If progress is not made, support is immediate and steps provided

## Impact

- Children are happy learners who talk enthusiastically about their learning and eager to further their progress in maths
- The impact of PACE Maths and the emphasis on accurate use of mathematical language is evident during 'drop-ins'
- Children independently and accurately select a PACE activity matched to their needs
- Children confidently apply their knowledge and skills to increasingly complex problems
- Children are reasoning and explaining with increased confidence and accuracy
- There is a consistency in the level of challenge evident through problem solving activities
- Teacher assessment of the depth of learning is also increasingly accurate
- These factors ensure that we are able to achieve high standards. Achievement at the end of Ks1 and KS2 are above the national and local average, both at the expected level and at greater depth