



# MATHS CURRICULUM POLICY

Approved by Full Governors on  
To be reviewed on or before  
Signed.....Chair of Governors  
Signed.....Headteacher

## School Aims

The aims of Eccleston Lane Ends and how to achieve these aims has been long established. They form part of ELE's **CURRICULUM INTENT**. The breadth and depth of the curriculum offer is underpinned by our school values (as well as fundamental British values). The curriculum has been designed to meet the needs of all of our learners and is bespoke to both the locality of our community as well as meeting national curriculum and EYFS requirements. The curriculum has been designed to ensure learning progression is carefully planned and as a result, pupils develop, master and retain key knowledge, skills and understanding through a range of subjects which connect learning together.

Our aims are that:-

- Instil our **B**ritish Values including diversity
- Develop **R**esilience & Resourcefulness
- Inspire critical thinking and **I**ndependence
- **C**reate articulate learners
- Build upon **K**nowledge & skills
- **S**upport well-being & health

We will achieve these aims by:-

- promoting positive attitudes such as cooperation, honesty, determination, kindness and respect for others; encouraging people to set a good example and be good role models in everything they do
- celebrating our successes
- providing a stimulating learning environment and supporting each other in all we do
- constantly striving for high standards
- providing an environment in which everyone feels secure and is encouraged to be confident
- promoting teamwork and ensuring that all are given opportunities to contribute and that all contributions are valued; continually looking for ways in which to raise self-esteem
- promoting key skills such as communication, problem-solving, self-evaluation and the use of ICT
- ensuring that an effective partnership exists between home, school and the wider community
- dealing with environmental issues that may have an increasing impact on our lives in the future and accepting our share of the responsibility for protecting our planet for future generations

Mathematics Intent:

At Eccleston Lane Ends Primary School, through high quality teaching and learning, it is our intention to support pupils in developing fluency in the fundamentals of maths. We

strive to develop their conceptual understanding and increase the ability to recall their knowledge rapidly when solving mathematical problems. It is our aim for all of our pupils to reason mathematically through lines of enquiry, using generalisation, finding relationships and to provide sound reasoning through mathematical language.

## **CURRICULUM IMPLEMENTATION**

Children explore mathematical concepts from the moment they enter Eccleston Lane Ends Primary School. Our curriculum design ensures children will be given the opportunity to develop clear, logical and flexible approaches to activities and enquiry-based problems related, whenever possible, to real life situations in the world beyond our school. We believe that Maths is fundamental in helping children make sense of the numbers, patterns and shapes they see in the world around them, it offers ways of handling data in an increasingly digital world and makes a crucial contribution to their development as successful learners. This is achieved through a strong emphasis on teaching mental arithmetic skills, calculation strategies and on children having a sound knowledge of the number system, number bonds and multiplication tables. We aim to achieve this by delivering high quality Maths using White Rose strategies from EYFS to Year 6 and using elements of the scheme alongside other high-quality resources in Year 6.

We have structured this so that each year group, YR to Y6, has:

- ✓ A clear overview of what must be covered in every subject/area of learning (curriculum map) over six half terms, including adaptations to EYFS curriculum through emerging interests.
- ✓ The key elements of the curriculum identified to make specific knowledge, skills and understanding stick for every subject, each half term.
- ✓ A curriculum coverage and progression document for each subject/area of learning which is evaluated half-termly.
- ✓ A tracking tool to identify where pupils are in relation to age related expectations for all subjects in each year group.
- ✓ A range of assessment activities to inform teachers' professional judgement as to how children are progressing and attaining.
- ✓ Opportunities to experience and develop learning outside the classroom by participating in activities and events through visits and visitors that have been planned across the whole school.

Successful implementation requires all pupils to participate well by having great learning habits and demonstrating exceptionally positive behaviour for learning.

At Eccleston Lane Ends Primary School, through high quality teaching and learning, we will support pupils in developing the knowledge, understanding and skills that will enable them to fulfil their intellectual and personal potential and thereby help prepare them to make a mature and critical contribution to society as an adult.

We agree that the classroom environment should be stimulating and challenging and encourage resilience and independence.

We recognise that much learning occurs during the interaction of pupils with one another and with the adults who work with them, so we will promote teamwork, ensuring that all contributions are valued and continually look for ways in which to raise self-esteem.

We acknowledge that we need to be professionally reflective in our practice because not all teaching leads to effective learning.

Key areas of knowledge and understanding have also been developed progressively in each year group to fulfil requirements of the national curriculum but we also recognise key skills such as communication, problem solving, reasoning and the use of computing aids the learning process.

Children will be inspired and motivated by staff who will continue to develop professionally themselves and strive for high standards within a community of learners.

### **CURRICULUM IMPACT**

The impact of our curriculum is that by the end of each year, the vast majority of pupils have sustained mastery of the content, that is, they remember it all and are fluent in it as well as some pupils having a greater depth of understanding. We track carefully to ensure pupils are on track to reach expectations of our curriculum.

The impact measure of achieving our school aims in the widest sense is very important. By ensuring that pupils develop effectively into well-rounded individuals who embody our values, have a thirst for learning and are well-prepared for the next stage of their education. In turn, they become valuable future citizens as the desired impact and a result of an outstanding educational offer at Eccleston Lane Ends.

### **The (Maths) Curriculum**

The curriculum ensures the National Curriculum is covered in a progressive and appropriate way. The curriculum on offer is unique to Eccleston Lane Ends and meets the needs of all of our learners and community.

Children will become fluent in the fundamentals of mathematics, reasoning mathematically and solving problems by applying their mathematics in a variety of contexts. All classes will follow the 'White Rose' Mathematics scheme. We recognise that there should be a clear progression in children's approach to mental and written calculations throughout the school. (SEE CALCULATION POLICY attached)

We agree that the classroom environment should be stimulating and challenging but not threatening because we know that learning is enhanced by challenge.

We recognise that much learning occurs during the interaction of pupils with one another and with the adults who work with them, so we will promote teamwork, ensuring that all contributions are valued and continually look for ways in which to raise self-esteem.

We acknowledge that we need to be reflective in our practice because not all teaching leads to learning.

We will promote the key skills such as communication, problem solving and the use of Computing. Key areas of knowledge and understanding have also been developed progressively in each year group to fulfil requirements of the national curriculum since September 2014.

Children will be inspired and motivated by staff who will continue to develop professionally themselves and strive for high standards within a community of learners.

### **Focus Areas/ Coverage and Cross-Curricular Opportunities**

Each year group plans to the National Curriculum and key skills descriptors. Plans are linked into topic format wherever possible. Computing and outdoor learning have a strong emphasis in the ELE curriculum offer.

In the Foundation Stage, Mathematics is included as part of Problem Solving, Reasoning and Numeracy and learning is very practical including outdoor provision for a significant part of learning.

### **Assessment, Recording and Reporting**

An annual report which includes Maths is presented to parents outlining curriculum coverage and attainment.

Tracking at the end of term summarises the age-related expectations for each year group and whether pupils are working at, working towards or working at a greater depth. This information informs future planning by the teacher and is passed up to next class teacher.

Key skills, knowledge and understanding for each subject are carefully planned into half termly themes or topics where appropriate.

In Maths, the following resources are used to aid teachers' professional judgements when assessing pupil progress and attainment at key points during the year:

- Feedback, both verbal and written in the form of marking.
- Year group subject specific objectives to monitor coverage.
- Formal assessments given during each term

### **Health, Safety and Safeguarding**

The school's Health and Safety Policy is reviewed annually along with associated risk assessments. Responsibilities of all stakeholders are included in this document. Special attention is given to any visit related to Maths to ensure risks are managed effectively and the safety of all those on a visit is paramount. All teachers make a visual risk assessment prior to teaching particularly if working with unfamiliar equipment.

All practitioners must follow ELEs Behaviour Policy to ensure safety comes first in all lessons.

Everyone is responsible for the safeguarding of children irrespective of their role. The Designated Safeguarding Lead (DSL) is the headteacher, Miss S Bond. Staff are regularly trained in managing child protection and safeguarding matters. All staff must keep up to date with the latest versions of Keeping Children Safe In Education and Working Together to Safeguard Children when carrying out their work. All staff are committed to following the policies and procedures in all aspects of their work.

### **Additional Needs**

This policy should be read in conjunction with the SEND Policy.

Identified pupils with special educational needs have a written plan which identifies needs; sets targets for achievement; outlines support or resources to be adapted and is reviewed at least termly.

Teachers should decide how the material should be adapted to meet the needs of the children in the class, particularly if they are not attaining broadly in line with their age. Adaptations to the Maths curriculum may need to be made in order that all children have access to a curriculum that is broad, balanced, progressive and relevant to the needs of each child.

The SENCo will support and advise class teachers, learning assistants and subject leaders in how to adapt a suitable curriculum based on sound pedagogical practice.

### **Equality**

This policy should be read in conjunction with the Single Equality Policy.

Eccleston Lane Ends is guided by a clear set of objectives and values, one of which is equality. We are committed to eliminating unlawful discrimination, promoting equality of opportunity and community cohesion between people within the local community. We are determined to do everything we can to make sure that people are treated fairly and that everyone has access to good quality services.

Unlawful discrimination, which results in unfairness in any aspect of our school's employment policies and practices, curriculum or service delivery, will not be acceptable under any circumstances.

In accordance with our *school ethos* we pledge to respect the equal human rights of our pupils, staff and other members of the school community, and to educate them about equality, diversity and cohesion.

### **Roles and Responsibilities**

The Maths Leader, Mr N Loftus, will regularly monitor and self-evaluate activities are carried out by a range of stake holders, including governors, to hold the school to account for the high quality education of our pupils.

### **Review and Evaluation**

All policies are reviewed at least every three years. Some policies are subject to annual review. This policy will be reviewed and revised, if necessary, at the end of the first year of implementation for the Ofsted revised framework July 2022.

## **References to Other Policies**

This policy should be read in conjunction with:

- Special Educational Needs and Disabilities Policy
- Assessment Reporting and Recording Policy
- Marking and Presentation Policy
- Homework Policy
- Single Equality Policy
- Health and Safety Policy
- Child Protection/Safeguarding Policy
- Early Years Foundation Stage Policy
- Calculation Policy