



NEWLYN SCHOOL Maths Curriculum Statement and Policy

Intent

Newlyn School is determined that our maths curriculum will ensure that every child has a sound understanding of mathematics. Our aim is that every child understands mathematics as a key fundamental skill and a necessary requirement towards being successful in life. They will leave school with a firm foundation enabling them to exceed within the KS3 curriculum.

Through teaching a range of calculation strategies, reasoning and problem solving in well-planned sequences of lessons, we ensure that secure conceptual links are made and that prior knowledge is being reinforced, challenged and extended throughout.

Our objective is for every child to see themselves as a mathematician - demonstrating a confident attitude towards tackling problems both in and out of the classroom.

Implementation

We implement the following procedures in order to achieve desired outcomes:

Number fluency:

At Newlyn School, the maths lead has undertaken a 'Mastery' course in mathematics and has disseminated this throughout the teaching staff to secure a good understanding of what 'mastery' is and how it looks in our lessons, books and ultimately in the children themselves. We encourage rapid recall of known facts in all 4 calculations with the building blocks of this starting in the foundation stage with verbal, visual and practical demonstration of skills and understanding.

Name:																
	Year 1				Year 2			Year 3			Year 4					
	Count in 1s	Count in 2s	Count in 5s	Count in 10s	Count in 3s	2x	5x	10x	3x	4x	8x	6x	7x	9x	11x	12x
GOLD																
SILVER																
BRONZE																

Times table bricks begin in Class 1. These act as records of each child's counting in steps and times tables. The bricks follow the children through each class up to Class 4 and beyond.

Children gain the bronze award by knowing their times tables. The silver award is gained through knowing their times tables and is achieved by knowing division facts of that times table.

Our expectation is that most children will have learnt by heart all the times tables by the end of Year 4.

In year Classes 4, 5 & 6 children continue to review their times tables knowledge through Squeebles, 99 Club and effective use of metre stick tables. Further maths work is practised through RMMaths on the school ipads.

Planning, lesson design and books:

Our teachers use Power Maths as a resource to support their teaching. Power Maths is a whole-class mastery programme designed to spark curiosity and excitement and help you nurture confidence in maths and is recommended by the DfE.

When planning our lessons, we follow the model of:

Try it, Use it, Prove it

This model will usually be presented within a single lesson but sometimes it will be evident within a group of lessons, especially in EYFS, which will be highlighted within the child's maths book.

Children are pre-assessed for each new maths topic area before starting, so that teachers have a good understanding of where the children's prior knowledge is and can target the areas of new learning.

Teachers will plan to ensure that small steps are being taken and that the national curriculum objectives are being broken down. Staff look back at the previous year groups expectations as a starting point and assess from here before moving on to plug any gaps and ensure knowledge and skills progression.

Knowledge and understanding will be deepened and consolidated in each year group instead of moving on to the next year's objectives. Working walls illustrate the small steps and progression as children in each class work through a topic. Our aim is that everyone; children, parents and staff know where the learning is going.

Each half term maths the children's learning is assessed. The first half term uses the Rising Stars assessment materials to gauge where the children are at and to flag up any areas for revision. Then the White Rose assessment materials are used at the end of each term to give accurate indications of the children's progress. Again, these are also used to assess any areas of weaknesses for revision.

Mathematics planning follows the PowerMaths scheme and White Rose Mastery curriculum. This is supported by Classroom Secrets in Classes 4 and 5 and Hamilton planning in Year 6.

We have high expectations and every piece of work includes that lesson's learning objective and short date. This will be written as an 'I can' statement. Ideally, some indication of where the work fits into the maths unit, and planning, will be included.

Calculation policy

Our calculation policy has been written to ensure clear progression in small steps from the foundation stage to Y6, building upon skills. It is based on the PowerMaths Calculation Policy but all staff have been involved in discussions over its progression and each teacher is aware of the mathematical journey the pupils have been on. This is reviewed every year and is also revised with each new member of staff during induction.

Homework will be learning times tables and number facts. In Year 5 & 6 children are prepared for KS3 by being set more regular exercises for homework.

We will provide opportunities for applying Maths in Cross-Curricular topics to enrich conceptual understanding, e.g. data handling in Science and measuring/coordinates in Geography.

Impact

- The Maths curriculum is evaluated through the use of Target Tracker and the analysis of assessment information

Data outcomes

EYFS Mathematics						
	numbers		Space and measures			School
	School	national	School	national		
2018 ALL pupils	71%	80%	83%	82%	2018 disadvantaged pupils school	86%
2019 ALL pupils school	90%	80%	90%	82%	2019 disadvantaged pupils school	25% PP 4 children 3=SEN
KS1 Mathematics						
	School	national		School	national	
2018 ALL pupils	60%	76%	2018 disadvantaged pupils school	63% (1 child difference)	80%	
2019 ALL pupils school	69%	76%	2019 disadvantaged pupils school	71% (no pupil difference)	79%	
KS2 Mathematics						
	School	national		School	national	
2018 ALL pupils	61%	76%	2018 disadvantaged pupils school	56%	81%	
2019 ALL pupils school	60%	79%	2019 disadvantaged pupils school	46%	84%	
KS2 Greater Depth						

	School	national		School	national
2018 ALL pupils	13%	24%	2018 disadvantaged pupils school	0%	28%
2019 ALL pupils school	8%	27%	2019 disadvantaged pupils school	9%	31%

We believe that maths is one of life's fundamental, key skills that everyone can master. We endeavour to promote a 'can do' ethos to all children and parents alike. We promote maths annually through inviting parents into school to take part in Number Day activities, as promoted by NSPCC.