



Mathematics at Limehurst

Purpose

Mathematics is a proficiency, which involves confidence and competence with numbers and measures. It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve problems in a variety of contexts. Mathematics also demands practical understanding of the ways in which information is gathered by counting and measuring and is presented in graphs, diagrams, charts and tables.

Curriculum Aims

The National Curriculum for mathematics sets out three key targets that underpin the teaching of primary mathematics:

- **Become fluent in the fundamentals of mathematics**, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems
- **Be able to reason mathematically by following a line of enquiry**, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- **Pupils can solve problems by applying their mathematics understanding to a variety of routine and non-routine problems**, with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Our aims in teaching Mathematics at Limehurst School are:

- To ensure that all children make consistently 'good' progress
- To develop a school ethos of positivity around the subject of mathematics.
- To help children understand how maths is useful to them –financial capability
- To help children develop the skills, concepts, strategies, and understanding that underpin mathematical thinking and calculating
- To give children the confidence to independently solve problems
- To give opportunities to work collaboratively and independently
- To help children see the links in mathematics and how it is used in other subjects
- To offer additional support to individuals who are making either 'not age expected progress' and 'exceeding age expected progress'
- To help children develop the skills to reason and communicate their mathematical thinking in verbal, written and pictorial form

To achieve these aims teacher will:

- Promoting a positive view of mathematics around the school and contributing to a 'we can' mathematics ethos
- Use of the curriculum guidance for the foundation stage for mathematical development in the nursery and reception classes (EYFS)
- Use of the curriculum guidance for maths which ensures coverage of the National Curriculum by the end of Year 6 (KS1 And KS2)
- Teaching a daily maths lesson in EYFS, KS1 and KS2 which will include some variety of oral / written challenges, mental maths skills, calculation practice and problem solving / investigating /reasoning.
- Adapting plans and provision using a range of teaching and learning strategies
- Having high expectations about the way pupils work and the standard of presentation.
- Ensuring that there is additional provision for those children identified as being below or above the national expected levels
- Provide additional mental and oral practice outside the math's lesson



- Making maths learning meaningful by setting maths in everyday contexts
- Planning cross curricular links where suitable and appropriate
- Providing a stimulating and supportive maths environment with access to supportive equipment.

We will assess the success of mathematical teaching by:

- Assessment for learning and the marking and quality of feedback that our children receive
- Success in meeting targets (especially meeting targets for children who are key marginals in each class)
- Data analysis
- Moderation sessions reviewing the quality of work and presentation in children's books
- Observations of the teaching of mathematics
- Shared planning opportunities (both medium and short term)
- KS1 and KS2 SAT results
- Evaluating the motivation and interest displayed by our pupils