

Maths Curriculum statement

At Ewanrigg Junior school, we believe that every child can 'Be all they can be' across all of the curriculum. In Mathematics we follow a mastery approach, embedding the belief that every child can succeed in Maths. We ensure that children are able to recognise the importance of Maths in the wider world and that they are able to use their mathematical skills and knowledge confidently in their lives in a range of different contexts. We want all children to enjoy and be excited about Mathematics, ensuring that every child can experience success, with the ability to reason mathematically. We are committed to developing children's curiosity about, as well as an appreciation of, the beauty and power of Mathematics.

We will provide opportunities for the children to develop their basic skills, fluency and recall, building on and nurturing their natural curiosity from Year 3 upwards. Children will be supported in developing their ability to apply their learning to contextual problems, alongside their ability to articulate their understanding using the correct mathematical vocabulary. We endeavour to ensure our pupils should leave our school well prepared for their next step of mathematical learning.

As a school, we are following the DFE approved, White Rose Maths (new schemes) planning from Year 3 up to Year 6. Staff use the planning from year 1, Year 2 and Year 7 where appropriate to gap fill and extend pupils. Staff have undergone training through White Rose Maths and have cascaded training to ensure that staff at all levels understand the pedagogy of the approach. Teachers have access to the White Rose Maths resources but can draw on other resources to support their teaching. The children begin with concrete equipment, before moving to pictorial then abstract concepts. Each lesson should incorporate fluency, taught with a mastery approach, allowing all children, including SEND and disadvantaged, to participate, there should also be reasoning and problem-solving tasks available too. Staff are expected to follow and model the school's calculation policy as set out through Big Maths programme.

Formative assessment is ongoing and staff are encouraged to use fluid groupings to ensure every child's strengths and weaknesses are catered for with suitable adaptations. This means that every pupil should make good personal progress within each lesson. Big Maths is used from Year 3 onwards to identify children's individual weaknesses, allowing these to be targeted in sessions and ensuring good progression in basic maths' skills. Summative assessment is reported termly using Star Maths assessments, with White Rose Maths end of unit assessments used to support teacher judgements (where appropriate).

Individuals with additional learning needs for whom the standard maths curriculum structure and timescale is unattainable, will follow a bespoke maths curriculum that provides instant support with a differentiated approach to the current standard maths curriculum, is age neutral and accessible to all students with additional learning needs, and that enables assessment and demonstration of attainment - no matter how small.