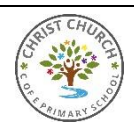




Mathematics Policy Statement



Intent:

At Christ Church CofE Primary School, our intent is to provide a high-quality mathematics education that equips all children with the skills necessary to solve problems and think critically. We aim to foster a positive attitude towards mathematics, ensuring that all pupils develop a deep understanding of mathematical concepts and can apply their knowledge in real-world contexts. Our curriculum is designed to ensure that all pupils, regardless of their background or starting point, achieve age-related expectations in mathematics.

Key Objectives:

- To develop confident mathematicians who can apply their skills in various contexts and demonstrate fluency in mathematical concepts.
- To cultivate problem-solving skills, enabling pupils to approach challenges with resilience and creativity.
- To enhance pupils' reasoning abilities, allowing them to explain their thinking and justify their answers effectively.

Implementation

The implementation of our mathematics curriculum is guided by the White Rose framework, supplemented by a variety of resources to enhance fluency and provide next steps and further challenges. We employ a range of teaching strategies to ensure high-quality first teaching across all year groups.

Curriculum Design:

- A well-structured curriculum that integrates fluency, reasoning, and problem-solving, ensuring a cohesive approach to mathematics development.
- Use of diverse resources, including White Rose materials and other supplementary texts, to support the teaching and learning of mathematics.

Teaching Strategies:

- **Concrete-Pictorial-Abstract Approach:** We begin with concrete examples, using manipulatives and physical resources to introduce new skills and concepts. We then progress to pictorial representations, encouraging pupils to visualise mathematical concepts through diagrams and models. Finally, we transition to abstract representations, where pupils work with symbols and numbers to solve problems independently.
- **Differentiated Instruction:** We tailor our teaching to meet the varying needs of pupils, ensuring all children can make progress relative to their starting points.
- **Collaborative Learning:** Opportunities for group work and discussions are provided to enhance reasoning and communication skills.

Assessment and Feedback:

- Ongoing formative assessment is conducted to monitor pupil progress and inform teaching practises.
- Clear feedback mechanisms guide pupils in improving their mathematical skills, aligned with our school's assessment policies.

Impact

The impact of our mathematics policy will be measured through various indicators that reflect the effectiveness of our teaching and the progress of our pupils.

Success Indicators:

- Increased percentages of pupils achieving age-related expectations in mathematics by the end of each key stage.
- Improvement in pupil engagement and attitudes towards mathematics, evidenced through pupil voice and participation in mathematics initiatives.
- Enhanced problem-solving and reasoning skills, demonstrated through confident participation in mathematical discussions and tasks.

Monitoring and Evaluation:

- Regular reviews of pupil progress data and assessment outcomes to evaluate the effectiveness of our mathematics curriculum.
- Feedback from staff, pupils, and parents will inform future developments in our mathematics provision.