Maths Rationale
Subject Lead: J. Lauderdale

Mathematics teaching and learning at West Boldon follow the key aims of the National Curriculum. We aim to ensure that all pupils become fluent in the fundamentals of mathematics and in number so that pupils develop solid conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. Children at West Boldon are taught to reason mathematically by following a line of enquiry, finding connections and establishing relationships whilst using mathematical language. Children are taught to solve problems by applying their mathematics 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 aim is to ensure the children will:

- Become fluent in the fundamentals of mathematics.
- Develop conceptual understanding and the ability to recall and apply knowledge rapidly.
- Be able to reason and problem solve by applying mathematics to a variety of increasingly complex problems.
- Develop early number skills in EYFS.
- Build upon children's knowledge and understanding from year 1 to year 6.
- Develop resilience that enables all children to reason and problem solve with increased confidence.

To achieve this we will:

- Ensure full topic coverage. The school uses White Rose Maths, which follows a mastery curriculum. This is a whole-school primary maths curriculum that creates continuity and progression in the teaching of mathematics.
- Teach daily maths lessons which include fluency, reasoning and problem solving.
- EYFS and Year 1 follow Power Maths, a maths mastery scheme that has been developed by White Rose Maths.
- Ensure lessons are differentiated where appropriate to ensure there is appropriate challenge for all learners.
- Use concrete manipulatives and pictorial representations to support conceptual understanding and to make links across topics.
- Teach daily Core Maths lessons, which ensure key skills, reasoning and problem solving are embedded in teaching and learning.
- EYFS use Numberblocks to enhance their arithmetic sessions and embed early number.
- Use the online learning platforms TTRockstars, Numbots and Maths Shed to support key skills for home learning activities and also during the school day.
- Assess children on a termly basis.

The impact of these intentions will be:

- Most children reach end of year expectations.
- Children's progress is tracked on Otrack.
- Well planned sequences of learning support children to develop and refine their maths skills.
- Children are able to independently apply their knowledge to a range of increasingly complex problems.
- Children are reasoning with increased confidence and accuracy.

How we support SEN

Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

We are committed to :

- An inclusive curriculum enabling all children to experience a full and rich school life.
- A school environment with diversity at its heart, celebrating difference and achievement.
- Acceptance and tolerance underpin every level of core and wider curriculum.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our SEND policy and information report.