Mathematics: The aim of the Chester Park Mathematics curriculum is to support children in being confident mathematicians. It supports children in developing proficient methods for calculation and helps them develop efficient strategies to reason and solve problems. The curriculum is positive and is based on supporting children in thinking mathematically. It develops resilience by ensuring children have regular opportunities to review learning and helps them edit and correct their own errors. The mathematics curriculum is meaningful as it uses reasoning and problem solving which relates to real life mathematics.

Mathematics Intent: To support children in developing confidence in mathematics. To develop proficiency in mathematics. For pupils to develop in self-belief in their own mathematical ability. To prepare children for tackling mathematical problems faced in the real world and in the next stage of their education journey. Through the mastery approach, more able children will be challenged with work that demonstrates a deeper understanding of the mathematics curriculum.

Implementation: Mathematics is taught from EYFS through to Year 6 using an agreed and cohesive model to support understanding. There is a calculation policy in place which supports children in progressing in each operation. Children learn through using concrete examples leading to pictorial representation before finally moving to abstract mathematics. Through this mastery approach to mathematics, children develop their fluency and ability to recall facts quickly. In the EYFS, mathematics extends into the continuous provision, both indoors and outside, where interactions embed the thinking and talk that has been modelled. These meaningful situations, enable our young learners to use what they have learnt, and apply it to new situations. Hinge questions are used to support assessment for learning within learning sessions. As a result of these, teacher input is targeted to offer the correct level of challenge for pupils. Over time, pupils learn to self-assess, check their own mathematics and seek ways to correct and improve. Problem solving and reasoning are used regularly. Counting in steps of 2,5,10 and 3, in KS1 to support the learning of multiplication tables. This is in place with the intention of pupils being competent and confident in recall of multiplication tables by Year 4 in readiness for the end of Year 4 multiplication tables test.

Intended Impact: At the start of EYFS Mathematics is assessed alongside other curriculum areas in the Baseline assessments. This information, alongside the new EYFS curriculum, is used to plan learning episodes linked to areas of need. By the end of EYFS pupils are ready to embark on the KS1 curriculum, they have a solid understanding of numbers to 10 and have a developing understanding of the number system to 20. In KS1 pupils are expected to reach age related expectations in mathematics and to have built a foundation of the wider number system and the four operations. This is assessed through teacher assessment in Year 2 and SAT testing. By this stage, we expect the vast majority of pupils to be accessing abstract mathematics, to have a growing understanding of being able to tackle problems in a variety of contexts and to be able to reason. By the end of Year 4 pupils are expected to know multiplication tables and to have a quick recall of these facts. Throughout KS1, children undertake Headstart tests at the beginning and end of each block of learning. Throughout KS2, children undertake White Rose End of Block tests as well as end of term arithmetic and reasoning assessments. By the time pupils finish KS2 they are expected to be at age related expectations and to be assessed through teacher assessment

and through SAT testing as meeting ARE. Children are also expected to be able to use their mathematical understanding to solve a wide range of reasoning and problem solving tasks. Every year group is expected to reach age related expectation statements linked to number, calculation and shape, space and measures. Regular assessment across the Federation enables learning to be pitched at the correct level.

Reciprocity: Where possible, mathematics is used to support learning in other areas. This is primarily done though science and computing but is flexible enough to support learning in other subjects also.