



**St Thérèse
of Lisieux**

Catholic Multi Academy Trust

Mathematics Intent Statement

Mathematics is a highly valued core subject within St. Bernadette's Catholic Primary Voluntary Academy. Our aim is to ensure that the three core areas of the National Curriculum are covered in all our Mathematics

lessons:

- Fluency
- Reasoning
- Problem Solving.

We offer the children the opportunity to have varied and frequent practice of their maths skills, with the focus on their ability to be fluent by recalling and applying their knowledge rapidly and accurately. We incorporate reasoning and problem solving into all of our Mathematics lessons and encourage children to 'talk maths' confidently as part of this. We want the children to be able to problem solve with resilience and also make cross-curricular mathematical links. We aim to create 'every day mathematicians' who know the purpose of their learning, apply mathematical skills to everyday life and succeed in the next stage of their education.

We value a maths curriculum that is creative and engaging but also appropriately challenging. Mathematics is an interconnected subject in which pupils need to be able to move fluently between different representations of mathematical ideas. We build on this philosophy with our White Rose Maths scheme which all teachers follow the coverage for within their relevant year groups. This scheme is used as a foundation of mathematics alongside our own devised structure of maths lessons followed by all teachers to help work towards, and go on to achieve, our mathematical aims as a school.

Our mathematical progression tables -which include Early Learning Goals and progress through to Year 7 objectives- are consistent with the White Rose Scheme we follow and ensure that teachers build on prior knowledge whilst constantly looking forwards to where children are going next. Our Calculation Policy (linked with the White Rose Maths Scheme) ensures that teachers are following a consistent approach when teaching the 4 operations, thus enabling children's fluency to become more embedded. Teachers create short term plans (which follow the White Rose Maths scheme) with progressive tasks to help all children aim high. These are enriched with further resources where appropriate. Our lessons follow a set structure and all maths lessons must have the following key elements:

- Times Tables Rockstars (at least 3 times per week)
- Flashback Four Maths Starter (prior learning recap at least 3x a week) or Mental Starters
- Input (including teacher modelling and practical resources to aid understanding where appropriate)
- Independent work- structured as progressive tasks with elements of challenge weaved throughout
- Plenary/mini review (often with a reasoning or problem solving focus)

We intend all children to have access to the curriculum and to make progress, achieve and enjoy their Mathematics lessons. Teachers and teaching assistants have excellent subject knowledge to support and challenge all children with their learning. Effective use of questioning throughout the Maths lesson endeavours to challenge the children to become 'deep thinkers' and to be able to verbalise their mathematical thinking. Mathematical vocabulary is an essential part of each lesson and addressed consistently in order to equip children

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with a strong understanding and make rich connections across various areas of maths. The White Rose Maths scheme incorporates varied vocabulary into their work-based questions and this is incorporated into lesson inputs and further questioning from the teacher. Their schemes of learning also list key questions and sentence stems to help equip teachers further. TT Rockstars is also used to motivate children with mental maths and has created an effective and competitive approach towards times tables across the academy. Through robust tracking and assessment, we ensure pupils are stretched and challenged and those that need additional support are identified.

Mathematics at St Bernadette's is something that is highly valued and celebrated across the academy; in daily lessons, with curriculum links and other annual celebrations such as 'NSPCC number day'. Children are motivated and engaged during maths lessons which demonstrates the love of learning for mathematics that our professionals consistently nurture and strive for.

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