

Numeracy is based on a maths Mastery approach.

Mastering maths means pupils of all ages acquiring a deep, long-term, secure and adaptable understanding of the subject. The phrase 'teaching for mastery' describes the elements of classroom practice and school organisation that combine to give pupils the best chances of mastering maths. Achieving mastery means acquiring a solid enough understanding of the maths that's been taught to enable pupils to move on to more advanced material.

Aims and objectives (our intent)

We believe that children will receive a creative and inclusive numeracy curriculum, which inspires a love of learning and challenges all pupils to achieve their best.

Our mathematics curriculum will give students the opportunity to:

- **Aspire** to achieve by becoming fluent in the fundamentals of mathematics, through varied and frequent practice with increasingly complex problems over time, so that pupils develop a deep conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. This is called Mastery.
- **Collaborate** by reasoning mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. Communicate, justify, argue and prove using mathematical vocabulary.
- **Challenge** themselves when solving 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.
- **Care and Respect** themselves as confident mathematicians by developing their character, including resilience, confidence and independence, so that they contribute positively to the life of the school, their local community and the wider environment.

Assessment

Children's learning is assessed in class as part of ongoing discussions or learning activities and is based on the mathematical unit being taught. Progression is planned through lesson designs which incorporate a sequence of steps based on daily teacher assessment. Formal assessment in the form of testing takes place 3 times per year (November, February and June) and this is used to measure the progress of pupils. In addition to this, Year 6 undertake SATS in May and Year 4 complete a statutory Multiplication Check (MTC) in June.

Oakdale Primary School Numeracy Policy

Parental Involvement

Help and advice for parents including useful websites can be found on our KIRFs (Key Instant Recall Facts) document on our website. It is entitled "helping your child become fluent in maths".

Roles and Responsibilities

The person responsible for managing the Numeracy provision in school is: Miss Catherine Smith who can be contacted on 01733 566237 or by emailing office@oakdale.peterborough.sch.uk. Catherine is also a Mastery Maths specialist with the Cambridge Maths Hub and is an accredited professional development lead with the NCETM (National Centre for Excellence in Teaching of Mathematics)

Curriculum

Our numeracy curriculum is made up of blocks of units based on the White Rose scheme of work. Each year is split into three terms (autumn, spring and summer), and each term comprises individual blocks of learning about a particular topic. Overviews and lesson sequences for the Year are adapted to take into account each Year group's specific mathematical needs.

Each lesson includes elements of mathematical fluency, reasoning and problem solving.

Children receive a 45- 60 minute Numeracy lesson daily with a 15- 20 minute Maths Meeting 4 times per week to revise and consolidate their learning.

Inclusion and Differentiation

All pupils, irrespective of social background, culture, race, religion, gender, differences in ability and disabilities, have an entitlement to learning in Numeracy.

Our curriculum and the Mastery approach are inclusive of all children including those with Special Educational needs. All pupils receive the same opportunities and challenges based on their prior attainment and assessment for learning is used to establish this prior learning. The concrete, pictorial and abstract method of teaching allows SEND children to participate in Numeracy lessons with their peers. Specialised support may be offered in the form of additional adult intervention, resources and technology to enable everyone to aspire to be the best they can be.