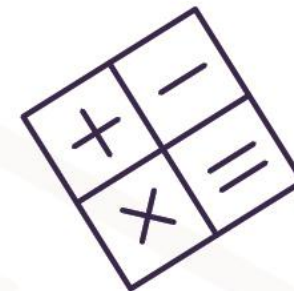
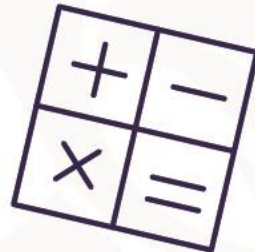
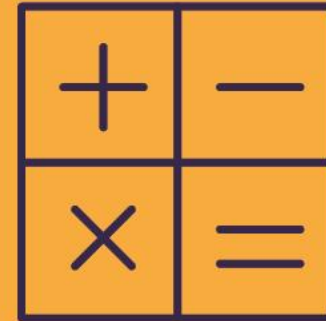




St Joseph
Catholic Multi Academy Trust



Maths





Curriculum Rationale

Maths Rationale



Holy Spirit
Catholic Academy

Mathematics: Holy Spirit Catholic Primary Academy

Intent		Implementation		Impact	
 End Points	<p>Children will become fluent in mathematics, through varied and frequent practice with increasingly complex problems over time, so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. They will reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. Children will 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. They will be able to move fluently between different connections and ideas and apply mathematical concepts in everyday life; inclusive of financial fluency.</p>	 Teachers' Expert Knowledge	<p>Staff have access to maths training and maths development days to assess subject knowledge and fidelity to the scheme. Videos on the Ark website show examples of lesson parts and concepts to support teachers. Manipulatives are clearly identified within planning and explanations of mathematical knowledge support planning. Scaffolding is explicit through use of support and challenge task sheets. Instructional coaching sessions support delivery of specific aspects of the 6-part lesson. Maths mastery hub provide opportunities to plan and watch good practice in maths: fractions work, calculations.</p>	 Performance Data	<p>Pre and post unit quizzes are used to analyse progress. Sandwells assessments are used to track progress of SEND children. NTS assessments track termly progress and national tests track end point data and multiplication knowledge (year 4). A 'keep up' rather than 'catch up' approach is used and children who are stalling in their progress are identified and given daily 'fix it' sessions.</p> <p><u>Summer 2024 Data</u></p> <p>Reception Combined 53% Number 59% Numerical patterns 53%</p> <p>Year 1: 73% Year 2: 68% (ARE), 14% (GD) Year 3: 60% Year 4: 62% MTC – 25 score – 27% Year 5: 71% Year 6 : 48% (ARE), 14% (GD), National: 73%</p>
	<p>Tasks are sequenced to help learners build a narrative through different topics. These topics are then</p>		<p>The creation of a conjecturing environment and considered use of questions and prompts are important</p>		<p>Ark scheme makes learning obvious in books. Children's work is neatly presented. There is evidence of</p>

<p>Sequencing</p>	<p>sequenced in a logical progression that allows learners to establish connections and draw comparisons.</p>	<p>Promoting Discussion and Understanding</p>	<p>elements to encourage our learners to think like mathematicians. Use of stem sentences and talk partners promotes oracy in mathematics lessons.</p>	<p>Pupils' Work</p>	<p>scaffolding and modelling linked to the Ark scheme. Pictorial representations support and challenge learning. Pre and post unit quizzes show beginning and end of topic knowledge and progress.</p>
 <p>Addressing Social Disadvantage</p>	<p>Our school area has a high deprivation indicator. The Mathematics Mastery programme is a whole-school approach to teaching mathematics that aims to raise attainment for all pupils and close the attainment gap between pupils from low-income families and their peers. The Ark programme deepens pupils' conceptual understanding of key mathematical concepts and provides financial literacy.</p>	 <p>Knowing More and Remembering More</p>	<p>Compared to traditional programmes, the Ark curriculum covers less topics in more depth and greater emphasis is placed on problem solving and on encouraging mathematical thinking. This approach to the programme allows children to embed learning from short term to long memory and make connections between their mathematical thinking. Maths Meetings provide daily opportunities to consolidate key facts and concepts learnt, providing opportunities for children to repeatedly practise and rehearse what they have learnt.</p>	 <p>Talking to Pupils</p>	<p>The children enjoy learning maths. The younger children enjoy learning new concepts and like counting and column addition. The children like to be challenged in maths and use manipulatives as well as the adults in the classroom to support them when learning. Children can talk about what they are currently learning in maths and use subject specific mathematical language in their descriptions. They can show good examples in their books and examples of work they found challenging.</p>
 <p>Local Context</p>	<p>All children, regardless of background or any additional needs, have the right to a good quality education. Through adaptive teaching and additional support, all children can make good progress and attainment in mathematics, from their starting points. The local area has high unemployment rates: mathematics is necessary for financial literacy, employment and successful adult life.</p>	 <p>Teacher Assessment</p>	<p>Teachers use formative assessments to assess pre and post requisite subject knowledge and understanding through pre and post unit quizzes. The outcomes of these assessments allow staff to identify core skills which still need developing and any areas of content which need further reinforcement.</p>	<p style="text-align: center;">Links/References</p> <p>EEF Report: https://d2tic4wv0lius.cloudfront.net/production/documents/projects/EEF_Project_Report_MathematicsMasteryPrimary.pdf?v=1697346382) National Curriculum: https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study</p>	