Maths at Hyde Park Junior School

Intent

Maths at Hyde Park Junior School is designed to be an inclusive subject where all children feel safe, empowered to learn, and suitably challenged. Our intention is to build upon the children's learning in Key Stage One and prepare all of our children for the next phase of their mathematical journey in secondary school. The curriculum we deliver is aligned to the National Curriculum and incorporates the models and ideas of teaching Maths for mastery, whilst incorporating Programmes of Studies that meet the needs of our children as identified by staff. These include recognising barriers to learning for children who are disadvantaged or face adverse childhood experiences as well as developing skills that enable children to progress their knowledge and use maths to solve problems. Our Maths curriculum is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life. Our Maths curriculum is designed to marry key components such as number facts and mathematical thinking to ensure progress and a greater depth of understanding that leads to mastery and fluency. We ensure that children receive a broad and balanced curriculum, and that learning is relevant, exciting, aspirational and challenging. We know that numerical competency is vital in all learning and increases children's life chances. Which enables them to have more control over their future lives and use Maths in a real-life context.

Implementation

Vocabulary is taught explicitly and effectively in Maths and displayed in the classroom. Learning is made accessible to all, by clear coverage of prior knowledge and learning and, within each lesson, consistent scaffolding, clear presentation of new learning, opportunities to share ideas and strategies and timely feedback. Manipulatives and visual representations are used to expose the structure of the mathematics being taught and identify patterns and links within different areas of Maths. Opportunities for depth are provided through questioning and reasoning when teaching. This can be during whole class teaching or as an additional task in a Maths lesson. Formative assessment is used routinely within lessons, in order to address children's misconceptions. Summative assessments are used at the end of a block of work and termly to track how pupils are progressing against the curriculum. Lessons allow pupils to practise our core values within their learning being brave, curious, optimistic, kind, inclusive, enterprising and confident learners. The curriculum provides children with deep learning experiences that are successively built on across the years, providing children with a sequential understanding of how maths ideas develop with understanding. Repetition also plays an important role in securing knowledge and fluency. Therefore, knowledge is often revisited in successive years to allow knowledge to become sticky. There is also repetition within the year for the number facts and previously taught strategies. The curriculum provides diverse and rich opportunities from which children can learn and develop a range of transferable skills, such as in data handling and science. Opportunities are given to show Maths in a real-life context which enables the children to see Maths as a skill for life.

Impact

Pupils leave Hyde Park Junior School with a secure mastery of mathematical concepts and a fluency of number facts. Through the skills that they have learnt they can apply this knowledge to real life situations. Additionally, they can use Maths to aid their learning and make links in other curriculum subjects They enjoy Maths and are able to use it to improve their adult lives. We aim for all of our children to leave The Hyde Park Schools confident Mathematicians, with the motivation and passion to continue to learn and empowered and enabled to make the most of their lives.

Progress

Maths is aligned with the progression in National Curriculum objectives. These objectives are underpinned by a progression in key skills. Progression is monitored through termly summative assessment as well as teacher assessment and pupil progress meetings.

Cross Curricular Links

There are many cross-curricular links with science through data handling, reading scales and the comparing of results.
Similarly, with Design and Technology through mearsuring and weighing, looking at and understanding shape and nets,
Computing has links with speadsheets and coding.
Children learn to count in another language in MFL.
In spelling, we talk about the root words of mathematical terms linking them with ancient greek and latin.
Reading skills are also promoted in Maths by the reading of worded problems and real life mathematical problems.
In Geography, mapping skills make use of area and perimeter skills as well as measuring.

Local Link

At Hyde Park Junior School, we believe that it is important, wherever possible to link to our locality and community. We have links with a local banking branch who give the children the opportunity to experience in budgeting and how to save money. Our school is also located in a popular residential and retail area giving the school opportunties to promote the awareness of what businesses are and how they operate.