Mathematics Curriculum Statement

This academic year we have begun the transition from the Maths No Problem scheme to the Primary Advantage Maths Programme. This transition was implemented to address the significant challenges we face with the ongoing Covid-19 pandemic and the impact that the lockdown periods have had on our children's learning. The Primary Advantage approach will allow us to provide a bespoke maths curriculum for our children, meet the National Curriculum requirements and ensure accelerated and sustained progress.

Our intent:

Our aim at Medlock is to create competent and capable mathematicians who actively demonstrate resilience and embrace all forms of maths challenges. Our children are encouraged to be independent learners who demonstrate fluency and reasoning skills throughout maths lessons. At the heart of our maths teaching is the Concrete Pictorial and Abstract (CPA) approach. CPA is intrinsic to the MNP and PA Maths Programmes - we believe it is a supportive way of developing children's deep conceptual understanding, good progression and positive attitudes to maths. Our overarching goal is to provide a differentiated, inclusive, challenging and engaging maths curriculum which supports all learners in achieving their full potential.

Our implementation:

Maths lessons are taught daily in all year groups. Currently teachers use a hybrid teaching model which includes key aspects from the MNP curriculum and material from a variety of resources (White Rose, NCETM, Third Space Learning). This hybrid model allows us to address gaps in learning due to extended periods of lockdown and ensure that our children have secure knowledge before progressing.

Each child from year 1 to 6 uses maths journals to demonstrate their knowledge and application of maths concepts, their reasoning and their problems solving. At Medlock, the expectation is for children to present their work in an ordered, logical, and neat manner: one digit one box, using a ruler for all lines and calculations and using a pencil for all maths work. Each day, teachers use our maths journals to assess children's learning and address any misconceptions that have occurred during the lesson. We use this information to plan future lessons and afternoon interventions groups. In addition to our maths journals we use MNP workbooks to consolidate learning and provide challenge.

Two other key components in implementing our maths curriculum is our focus on oracy and 'celebrating mistakes'. We encourage open-ended and probing questions which allow children to demonstrate their knowledge and challenge their maths understanding. We celebrate wrong answers because they allow us to clarify our learning, ask important questions and build our resilience. Mistakes or wrong answers also help elevate maths anxiety and generate high quality peer to peer discussion.

Our impact:

At Medlock we use GL Maths tests in Autumn and Summer. The Autumn GL tests are used to analyse gaps in learning and plan interventions. Pupil's progress is measured on a termly basis

using GL assessments, MNP assessment tools and teacher judgements. Increasingly our Maths Journals will become the main conduit for assessment and judging the impact of learning.

We conduct termly pupil progress meetings which allow us to analyse children's progress, address gaps in learning and set pupil targets. We use the Fischer Family Trust Target tracker and Insight to record whether children are working towards, working at, and working above the age related expectations.

We have taken a proactive approach in addressing the challenges that the Covid-19 pandemic (the national lockdowns) and the periods of self-isolation that our children have faced; and continue to face. This approach has prioritised using a variety of assessment tools to identify and address gaps in learning. Consequently, we have modified our maths curriculum to ensure that all children address 'lost learning time' and get the individualised support that they need to progress and thrive.