Carleton Rode CEVA Primary School
Maths

"Maths is, in its own way, the poetry of logical ideas."
Albert Einstein

Our Vision	Our Values
'Love your neighbour as yourself' ***'Be yourself, but be your best self.'*** Maths at our school aims to embody our school vision. The intention is to inspire children to be the best version of themselves through inspiration, creativity and self-expression. Maths provides opportunities for students to develop social and emotional skills that support the principle of "love your neighbour as you love yourself." Through collaborative learning, helping others, understanding diversity, applying math to real-world situations, and promoting fairness and equity, maths education fosters empathy, kindness, and respect for others, both inside and outside the classroom.	***Kindness*** Maths provides opportunities for collaboration, teamwork, and helping others. Teachers can encourage students to work together, support each other, and celebrate each other's successes. By fostering a culture of kindness and cooperation in the maths classroom, students learn to value and respect their peers, promoting a positive and supportive learning environment. ***Honesty*** Maths emphasises the importance of accuracy, precision, and integrity. Teachers can encourage students to show their work, explain their reasoning, and justify their answers. By promoting transparency and honesty in problem-solving, students learn to trust their own abilities and rely on evidence and logic to support their conclusions. ***Perseverance*** Maths often involves perseverance and resilience in the face of challenges. Teachers can encourage students to tackle difficult problems, embrace mistakes as opportunities for learning, and persist in their efforts until they find a solution. By fostering a growth mindset and celebrating the process of learning and problem-solving, students develop perseverance and resilience that will serve them well in mathematics and beyond

Intent	Implementation	Impact
We aim to inspire and motivate children to reach their full academic potential. In mathematics this means ensuring an engaging and rigorous curriculum that is fully inclusive of all children. Our curriculum is reviewed regularly to ensure that it is current and effective. We want all our children to develop: • A positive attitude towards mathematics and an awareness of the relevance of mathematics in the world – developing a 'Can do' approach • A competence and confidence in mathematical knowledge, concepts and skills • An ability to solve problems, to reason, to think logically and to work systematically and accurately • The initiative and ability to work both independently and in cooperation with others • The ability to communicate mathematics using appropriate mathematical language • An ability to use and apply mathematics across the curriculum and in their life outside school	Successful implementation of the intentions of our maths curriculum requires that our staff have good subject knowledge and mastery of the mathematics curriculum. We have achieved this by providing high quality CPD for staff. All staff reinforce an expectation that all children are capable of achieving high standards in mathematics. This fits with our growth mind set philosophy and a belief that perseverance can and does make a difference. Lessons are planned carefully identifying the mathematics being taught, the key points and potential difficult areas. During lessons, the structure and connections within mathematics are emphasised so that children develop deep learning that can be sustained. Teachers use precise questioning to test conceptual and procedural knowledge and also as a means to assess children regularly and identify those who need additional support or intervention. Teachers understand the importance of using a CPA (concrete, pictorial, abstract) approach within their lessons, whenever this is possible and appropriate. Mathematical equipment (counters, bead strings, Numicon, number lines etc.) is available to all children in lessons, should they need to use it. Our resources allow us to use a range of models and images to support learning in each area and enable the progression from concrete to pictorial to abstract. The large majority of children progress through the curriculum content at the same time. Those children who fail to grasp a concept or procedure, are identified quickly and early intervention is provided as appropriate to enable the child to move on with their learning. Within lessons, further support is provided to small groups or individuals where there is an identified need. More-able children are regularly given tasks and challenges to deepen understanding.	Children show the confidence to take on challenging tasks and the perseverance to work through problems. Children are heard to say 'I can't do it ...yet!' but hold a belief that they will make progress with the challenges that they face. Children are confident to talk about maths and their learning with adults and their learning partners. Effective feedback and interventions support children to strive to be the best that they can be ensuring that they continue to make progress. The positive impact of mathematical teaching overall is captured in the following observations in an external Review: 'G*ood progress has been made in developing the mathematics curriculum*' and that the '*calculation policy ensures consistency between classes*'. In addition, the reviewer witnessed '*many mastery approaches*' and noted that '*effective mathematical pedagogies being used'*.

Progress	Content & Sequencing	Enrichment
Progress is monitored through formative and summative assessment. Classroom practitioners use high order questioning and plenaries to assess childrens' understanding and use this to support immediate support or aid future planning and interventions. Teachers enter termly data into Pupil Asset and this data is used to monitor progress and identify children and groups who require additional support. 	To ensure consistency and progression, the Federation has developed medium term plans, covering each term, from YR to Y6 which ensures coverage of the National Curriculum and Development Matters. These medium term plans contain blocks of learning for each half term. There is flexibility within these plans to change the order in which these blocks of the curriculum are taught, as long as teachers ensure that the appropriate and relevant content is taught each academic year. Whilst planning the blocks of work, teachers have access to the schemes of learning and resources provided by White Rose Maths. 	Maths can be enriched through challenging and engaging activities that go beyond the standard curriculum. Teachers can offer extension tasks, enrichment projects, and problem-solving competitions to stretch students' mathematical abilities and stimulate their curiosity. By exploring topics such as cryptography, fractals, game theory, or the history of mathematics, students can deepen their understanding and appreciation of the subject. 

Spiritual Development	Cross-curricular links	Monitoring the Impact
While maths is often seen as a discipline grounded in logic and reasoning, it can also offer opportunities for spiritual exploration. Teachers can encourage students to appreciate the beauty and elegance of mathematical patterns, symmetry, and relationships found in nature and the universe. Through activities such as exploring the Fibonacci sequence in nature, studying geometric shapes in Islamic art, or discussing the mathematical concepts underlying music and harmony, students can develop a sense of wonder and awe that connects mathematics to spirituality. 	Maths can be integrated with other subjects to reinforce learning and make connections across disciplines. Teachers can incorporate mathematical concepts and techniques into lessons in science, geography, art, and other subjects. For example, students might use geometry to explore the architecture of ancient civilizations, apply statistics to analyse scientific data, or use mathematical modelling to understand environmental issues. By making cross-curricular connections, students can see the relevance and applicability of mathematics in various contexts. 	The teaching and learning of Maths is monitored by the Maths lead. Monitoring tasks include pupil book study, termly learning walks, data analysis and pupil voice. Teaching staff also feedback on successes and areas needed further focus. The subject lead will then create an annual report which is shared with governors. 

Global Diversity	Financial Understanding
Mathematics is a universal language that transcends cultural boundaries, but it also reflects the diverse contributions of people from around the world. Teachers can incorporate examples of mathematical discoveries, inventions, and techniques from different cultures and civilizations into their lessons. By studying diverse mathematical systems, such as the Mayan numeral system or Chinese multiplication techniques, students can gain an appreciation for the richness of global mathematical heritage and the diverse ways in which people have approached problem-solving throughout history. 	Maths provides opportunities to develop foundational skills in financial literacy and understanding. Teachers can incorporate lessons on basic concepts such as money, budgeting, saving, and spending into their maths curriculum. Through activities such as role-playing games, budget simulations, and real-life problem-solving tasks, students can learn practical skills for managing money and making informed financial decisions. 