

How do we 'Love Our Neighbour' through our Maths Curriculum?	St Oswald's Christian Vision
- We learn about the 'value' of money, how much it is worth and the how too little money can impact on people. We also learn about percentages and profits through reasoning and problem solving and the impact of this on wider society. - We develop Maths skills so that we are able to do 'Maths for life' so we can have a job and contribute to society. - We learn life skills through Maths so that we are able to look after ourselves by stewarding money well. - Through contexts within problem solving we learn about sharing and giving to others.	'Love Your Neighbour as yourself' (Luke 10:27) <i>In God's family there are no outsiders as we nurture one another accepting all forms of diversity, whilst fostering a love of learning. Our Christian values, as expressed in the parable of the Good Samaritan, enable us to flourish together as we love selflessly, have eternal hope and walk in faith.</i> School Motto <i>'Safe in your hands Lord, we love, laugh, learn'</i>

	What do we envision?	Why do we do this?	How do we implement it?
Intent		We want learners to enjoy mathematics and recognise it as fun, purposeful, and learning which reflects real life. We want our children to leave Year 6 able to confidently solve problems in the real world by efficiently calculating using carefully selected strategies and by applying a rich network of acquired mathematical knowledge.	This is achieved through high quality teaching which provides challenge for all learners, targeted support and structured interventions as necessary.
Implementation	How do we teach Mathematics at St Oswald's? Mathematics is taught daily through discrete lessons where the children progress through the National Curriculum objectives. White Rose Maths Hub is the main driver for our units of planning as it supports a mastery approach to teaching. White Rose allows all children to work towards mastering the statutory objectives for their year group by growing in knowledge (with a large focus on number) and developing reasoning and problem-solving skills. Depth and breadth in learning is provided before accelerating through curriculum content. During Mathematics lessons, children build upon their existing knowledge and understanding. Children use manipulatives as tools, before progressing to use pictorial representations and then the abstract form, using mathematical symbols, at their own pace with support and encouragement. Problem solving and reasoning opportunities are given throughout lessons including exploring non-examples. This is achieved through whole class teaching with clear modelling; group and paired work where children can learn from or coach their peers and individual tasks.		

	Fluency work is addressed through additional 15-minute taught sessions each morning from Year 1 – Year 6. Within these sessions, the children are given an opportunity to practice rapidly recalling facts and practice procedures with the four operations of calculation. Children are encouraged to consciously choose between mathematical strategies and select the most efficient method. Opportunities to apply these skills are provided in the main lesson. Further opportunities for developing mathematical skills across the curriculum are sought and this reinforces the purpose of children's mathematical learning in a range of contexts (e.g. using scaling to draw timelines in history, plotting line graphs for scientific enquiry results, measuring accurately in food technology, discussing daily routine in KS1 etc.)
Impact	How do we monitor standards in Mathematics?
	Mathematics is assessed using daily formative assessment methods to address misconceptions promptly and to promote progress and understanding. We use termly tests as well as national testing such as KS1 optional SATS, Year 4 multiplication check and end of KS2 SATs testing. All of our assessments are used for future planning and targeted support. Monitoring takes place on a regular basis including pupil voice, lesson observations, book scrutiny and learning walks, which all evidence pupils having a good attainment and progress.