



Intent

The intent of the Maths curriculum is in line with the school's vision to ensure that everyone is supported and encouraged to be the very best they can be and that no one will or can be left behind in any aspects of their learning. All Holy Trinity pupils are given the best opportunities to be proficient in all aspects of maths – especially linking with real life. We aim to give the children broad and rich experiences in order to understand mathematical concepts and utilise them in a variety of ways. Our intent is to teach the children how to show an understanding of how they use and apply their mathematical knowledge in a variety of ways and 'to think like a mathematician'. We ensure that links are made – both with other areas of the curriculum and with life outside of school - throughout the entire maths curriculum. The curriculum builds year on year (as well as concept by concept) and prepares pupils for the next phase of their learning. The intention behind using this curriculum across the school is the consistent approach in learning maths across the school. As one of the school's main foci is reading, this curriculum supports that focus in the provision of speaking frames and discussion throughout thus ensuring embedding of vocabulary and a deeper understanding of how to explain concepts.

Implementation

At Holy Trinity, we use Herts ESSENTIAL Maths as our curriculum tool for maths. The planning focusses on:

- mastery approaches to teaching and learning
- developing concrete-pictorial-abstract representations
- stretching all learners through effective challenge
- enhancing mental fluency
- securing age-related expectations and good outcomes for all pupils which will be evident in progress made
- creating problem-solving and reasoning-rich classrooms
- addresses misconceptions and gaps to accelerate learning
- using mathematic concepts beyond the classroom

Teachers use annotated planning to prepare lessons and to reflect on the outcomes of each session in order to prepare for the next tranche of learning. Pupils who excel in areas of maths are given the opportunity to deepen their



understanding within the lesson time through effective use of “buffer zones”. (These zones are at specific times in the planning which means the teacher can differentiate further to support those less able and deepen the knowledge of the more-able.) Concepts “spiral” into each other and, whilst they are set out in order to ensure fluency and continuity of building knowledge, class teachers have the flexibility to change the order and amount of time spent teaching a concept depending on the needs of the children.

The workload associated with the implementation of the maths curriculum is appropriate. Class teachers use photo-copied copies of plans upon which they annotate and make changes in order that their pupils’ needs are met. After lessons, class teachers reflect on sessions, consider pupil voice, marking and feedback and then annotate on them again in order support next steps. Provision of resources etc are mainly in place through this planning although extension activities to deepen understanding may be required. These are supported through recommended resources such as NRich.

Vocabulary is key. Class teachers are aware of this. In UKS2, class teachers ask pupils for relevant vocabulary before any teaching takes place to assess prior knowledge. Links to real life use of maths must be made explicitly throughout the teaching of maths.

There is an emphasis on number throughout the curriculum. This, however, should be more of a focus in EYFS and lower KS1 in order to establish firm foundations going forward.

In year 6, extra support is added to the curriculum in the three-month run up to SATs by the provision of booster classes which are aimed at addressing gaps in pupils’ knowledge and teaching the pupils exam techniques rather than curriculum content.

Years 3 and 4 will receive “add-on” times tables sessions this year in order to support them in the multiplication tables checking exercise; this support will not apply to current year 2 pupils. However, their times tables learning will be closely monitored by the Maths Subject Leader to ensure it becomes a “natural” activity by pupils.

Outcomes are formally assessed at the end of each term with data drop at that time. Data is analysed by the Maths Subject Leader with a view to identifying trends within cohorts or specific vulnerable pupils. Gap analyses are also scrutinised by the Maths Subject Leader for curriculum areas to be developed.



For example, one such analysis revealed subtraction to be a particular weakness across the school – primarily because of insecurity of pupils' place value knowledge when exchanging values.

Maths books are routinely scrutinised as part of the SLT Monitoring Schedule and is triangulated with regular termly drop-ins and pupil voice. Iris is used as a tool as part of the observation process. Teachers receive feedback on all aspects of monitoring.

Holy Trinity have been using this curriculum for four years and, due to lockdown closures and new staff, it is still embedding. Review of cohort specific curriculum does happen at transition time with use of HfL transition documentation and discussion at class teacher handover.

Maths will also be taught through areas of the curriculum other than discrete maths lessons and through extensive drip activities as part of early morning work.



Impact

With reference to official data from year 2021/22, Holy Trinity outcomes were above national (80% against 71%) and revealed no meaningful trends or differences for maths. However, the subject will need continuous monitoring to ensure that these standards are maintained

In-house evidence is gathered as detailed in the implementation section of this report and is used by the Maths Subject Leader to inform next steps.

Impact of the Maths curriculum and monitoring is routinely reported to the Governing Body.

Maths planning is in place in all cohorts and followed as expected. Books are routinely seen – with children present – and pupil voice reveals that children enjoy maths although some find it “difficult”. These children could explain that, if they needed extra help, they knew how to access it and that their teacher would support them. Pupils in Year 6 said that they were able to attend a specific homework club to support them bearing in mind that gaps developed through Covid lockdowns potentially can appear in the learning of a new concept.