MATHEMATICS CURRICULUM STATEMENT

Intent

At Hamilton Academy, we want to make sure that every child receives the best possible opportunities and experience in maths, and is able to develop their mathematical thinking in a high quality, supportive environment.

We intend our teaching in maths to be rooted in purposeful real-life experience, to make learning meaningful, to develop children's independence and resilience and to ensure pupils are ready for secondary education and life beyond school.

We encourage an atmosphere where mistakes are valued and everyone is challenged. We believe that given suitable opportunities and the right environment, all children can maximise their potential at maths, opening doors to many opportunities where maths is used in the wider world and in other subjects.

Implementation

At Hamilton Academy, maths is taught in mixed ability class groups until the end of Year 4, then in sets, all with a focus on challenge for all. Work is differentiated to ensure all learners can access the curriculum. The White Rose Scheme of work ensures complete coverage of the curriculum and develops mastery maths. Discussions and the ability to explain understanding is a key feature of our lessons to develop reasoning skills.

Impact

To measure the impact, we have key end of year learning objectives and staff use these as assessment statements. Staff are therefore fully aware of the expectations for all children. We use formative assessment in every maths lesson. This information can then be used by staff to inform their short-term planning to revisit and review learning.

The impact of our curriculum will always be measured by assessment procedures which allow us to measure outcomes against all schools nationally. Our latest published data is from 2022.

KS1 SATs

Maths: 62% (62%)

KS2 SATs

Maths: 78% (74%)

RWMa combined: 65% (67%)

Progress from KS1 to KS2 is + 1.3