



St Uny Church of England Academy Maths Teaching & Learning Principles



Mission Statement:

We believe each child is special, unique and loved by God. We provide a broad, balanced and creative education within a stimulating, inclusive and safe environment, inspired by Christian faith and practice.

'Let your light shine before others...'
Matthew 5:16

Statement of Intent:

At St Uny CE Academy we view the design of the curriculum as an evolving and fluid process which takes into consideration: the needs and character of our children; the children's prior learning; children's experiences; the community in which school exists, the statutory curriculum (National Curriculum) and educational research which is evaluated and relevant to our school. We have designed a curriculum which inspires, engages and challenges learners so that they know more, remember more and understand more.

Intention 1: To build a curriculum, with reading at its core, which develops learning and results in the acquisition of knowledge so that they know more, remember more and understand more.

Intention 2: To build a curriculum with Cornwall at the heart of it, which develops pupils' understanding of their heritage, sense of place in the world and how their actions can influence change for the future.

Intention 3: To build a curriculum which ensures children know right from wrong, celebrate diversity and are equipped well to live with Jesus Christ and others so that they know more, remember more and understand more.

Teaching & Learning Principles:

At St Uny CE Academy we apply these core teaching and learning principles across the curriculum. These principles lead to consistent, high quality teaching across all year groups. Learners are provided with opportunities to build on prior learning and apply new concepts so they know more, remember more and understand more.

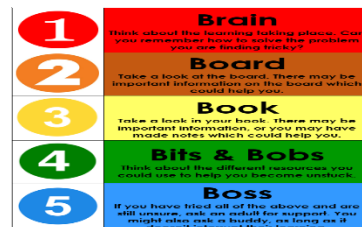
Growth Mindset:

At Uny CE Academy we encourage our pupils to develop their independent learning skills and apply a positive growth mindset to their learning. We have six learning powers woven throughout our curriculum which are designed to teach our pupils how to learn successfully and live well with each other. These skills are developed in all curriculum lessons with a whole-school focus each half term.



Pupils are also challenged to develop their independent learning skills and to work independently when faced with challenging learning.

At St Uny CE Academy we use the 5B approach to overcoming challenges. All teachers use these to support pupils in becoming more independent in their learning.



	From NCETM Professional Development documents			From Rising Stars Long Term Plan	
AT	KS2 - Subtasks	KS2 - Addition and Subtraction	KS2	F	KS2
71	Autumn	Number facts within 10 (+ and -)	1.1 - 1.4		Recognise and name 10 shapes
	Spring	Count in 2s	1.5 - 1.7	2.1	Recognise and name 10 shapes
	Summer	Count in 5s and 10s	1.8 - 1.10		Describe position, direction and movement
72	Autumn	Number facts within 10 (+ and -)	Assess Y1 and recap where needed 1.1	Assess Y1 and recap where needed 2.2 - 2.3	KS1 guidance point 3 - halving Doubling
	Spring	Number facts within 20 (+ and -)	1.12 - 1.13	2.4	KS1 guidance point 4
	Summer	2x 10 10x	1.14 - 1.16	2.5 - 2.6	KS1 guidance point 5

Planning:

At St Uny CE Academy we use a spiral long-term plan based on the professional development teaching spines from the NCETM and the National Curriculum. Statistics is taught in maths lessons but practised across the curriculum.

Sequenced Learning:

Maths skills are taught in small steps, building on the step before. Lessons recap prior learning, vocabulary and build new skills. Guided practice in each lesson gives children the chance to try out new skills with support before working independently. The small steps are taken directly from the teaching spines.

Lesson Structure :

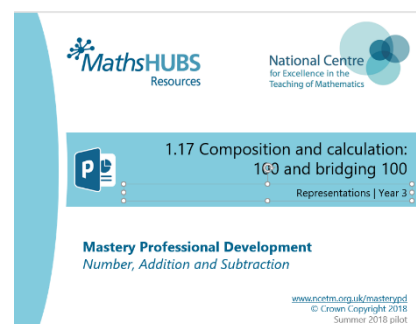
Daily maths lessons at St Uny last for 90 minutes. They start with a chance to review prior learning with a series of questions that recap skills. These questions are then marked and learning is assessed. Children are then taught new skills in the main part of the maths lesson. Both parts of the maths lesson include live marking to ensure misconceptions are addressed immediately. There is time at the end of the lesson for an intervention session should children need more specific practice or more direct teaching to make progress.

Pre & Post Assessments:

Formative assessment is the driving force behind our curriculum planning and sequencing at St Uny CE Academy. At the start of a new strand of maths, teachers carry out a pre-assessment to establish what learners already know and to establish a starting point for teaching. At the end of a strand, pupils are challenged to revisit their initial assessment with similar questions and demonstrate their newly acquired subject knowledge and skills.

SEND:

Children with SEND are sometimes taught the skills of a lower year group to close gaps in their learning. If this is the case their objectives are taken from the list of Ready to Progress Skills to accelerate attainment. Additional interventions including ILP targets will also be taken from these skills.



Block - 1.19		Block - 1.19	
Date	Pre Assessment	Date	Post Assessment
1	231 + 164 =	1	242 + 125 =
2	780 - 240 =	2	660 - 310 =
3	544 - 16 =	3	463 - 18 =