Maths at Dulwich Wood

What content are we teaching?

Changes to the curriculum

Mathematics remains a compulsory national curriculum subject at all 4 Key Stages, and the existing programmes of study and attainment targets remain statutory for pupils in Years 1, 2, 5 and 6 in 2013 to 2014, because they will underpin the statutory Key Stage 1 and 2 tests in 2014 and 2015.

New statutory programmes of study and attainment targets will be introduced from September 2014 for all year groups except Years 2 and 6: for those year groups, the new curriculum will take effect from September 2015.

The new National Curriculum for Mathematics aims to ensure that all pupils:

- Become fluent in the fundamentals of Mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- Can solve problems by applying their Mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Timing of content

The programmes of study for Mathematics are set out year-by-year for Key Stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the Key Stage.

Within each Key Stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study.

In addition, schools can introduce Key Stage content during an earlier Key Stage, if appropriate. All schools are also required to set out their school curriculum for Mathematics on a year-by year basis and make this information available online.

Curriculum September 2013 onwards

Until September 2014 we are continuing to teach the existing National Curriculum. The existing curriculum has been set out in the Dulwich Wood Maths Skills document which shows the entire Maths programme of study as a skills based progression. Teachers match the skills appropriate to the levels of attainment for their class and include the next level of skills required to ensure appropriate challenge.

During 2013 – 14 we will be planning how to introduce and teach the new curriculum.

Curriculum September 2014 onwards

In September 2014, the new curriculum will begin to be taught in Years 1, 3, 4 and 5.

Y2 and Y6 will still be studying the 'old' curriculum.

Curriculum September 2015 onwards

In September 2015, the new curriculum will be being taught in Years 1, 2, 3, 4, 5 and 6.

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KS1 SATs 2014 and 2015

Children sitting the 2014 and 2015 SATs in Maths will still be examined on the existing curriculum so although the new curriculum becomes law in September 2014, the current Years 1 and 2 will need to prepared for the old style SATs.

KS2 SATs 2014 and 2015

Children sitting the 2014 and 2015 SATs in Maths will still be examined on the existing curriculum so although the new curriculum becomes law in September 2014, the current Years 5 and 6 will need to prepared for the old style SATs.

The current Years 3 and 4 will start to be taught the new curriculum in September 2014 in preparation for new SATs in 2016.

Calculation Policy

The Dulwich Wood Calculation Policy sets out the way that the four different mathematical operations are to be taught. It shows the progression in the development of addition, subtraction, multiplication and division.

This will be amended during 2013-14 to take account of the new content to be taught from September 2014.

Measuring progress and attainment in levels

This is what the government said in August 2013

As part of our reforms to the national curriculum , the current system of 'levels' used to report children's attainment and progress will be removed. It will not be replaced.

We believe this system is complicated and difficult to understand, especially for parents. It also encourages teachers to focus on a pupil's current level, rather than consider more broadly what the pupil can actually do. Prescribing a single detailed approach to assessment does not fit with the curriculum freedoms we are giving schools.

The new programmes of study set out what should be taught by the end of each key stage. We will give schools the freedom to develop a curriculum which is relevant to their pupils and enables them to meet these expectations.

Schools will be able to introduce their own approaches to formative assessment, to support pupil attainment and progression. The assessment framework should be built into the school curriculum, so that schools can check what pupils have learned and whether they are on track to meet expectations at the end of the key stage, and so that they can report regularly to parents.

Ofsted's inspections will be informed by whatever pupil tracking data schools choose to keep. Schools will continue to benchmark their performance through statutory end of key stage assessments, including national curriculum tests. In the consultation on primary assessment and accountability, the department will consult on core principles for a school's curriculum and assessment system.

Although schools will be free to devise their own curriculum and assessment system, we will provide examples of good practice which schools may wish to follow.
Outstanding schools and teaching schools have an opportunity to take the lead in developing and sharing curriculum and assessment systems which meet the needs of their pupils.

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We are continuing to work with the National Association of Head Teachers to support schools in the development and implementation of this new approach. We will also work with subject associations, education publishers and external test developers to signpost schools to a range of potential approaches.

Until somebody comes up with something better we will continue to use the existing system of levelling!

Assessing Maths

In 2013 – 14, we will continue to use the standardised Maths tests based on the optional SATs as well as past papers for Y1, Y2, Y3, Y4, Y5 and Y6.

This practice will continue in 2014 – 15 for Y2 and Y6.

In 2014 – 15, as a school, we will have to construct a new method of formative and summative testing for Y1, Y3, Y4, and Y5 based on the new curriculum.

From September 2015, this new method will be used across the school.

How often is Maths taught?

In EYFS, Maths is taught every day through adult led and child initiated activities. In Years 1 to 6, Maths is taught every morning for an hour. All lessons take place at the same time to allow for the option of streaming by ability.

Are the children taught in streamed sets?

The option is there to stream children by ability / need. Where streaming takes place children will be reassessed three times a year and will move between sets according to their new level.

Prior Learning checks

Two weeks before starting a new topic / area in Maths, teachers carry out an unsupported Prior learning Check (PLC) in the form of problems and questions that test the key concepts to be taught.

Children's performance in the PLC is logged on a PLC grid which then allows the class to be grouped according to the gaps in their knowledge. These are kept in the PLC file held in each class. Planning for the unit / topic to be taught is then adapted to take into account what the PLC has revealed.

Links to the Creative Curriculum

Maths should not be confined to Maths lessons. The Creative Curriculum (CC) offers lots of opportunities to use newly learned Maths skills in new and applied ways. This should be reflected in the CC planning.

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Problem Solving

Analysis of assessments and of teaching have shown that children consistently struggle in using and applying Maths skills to solve problems. All classes concentrate on challenging their pupils with a variety of routine and non-routine problems with increasing sophistication to allow pupils to break down problems into a series of simpler steps and persevere in seeking solutions.

Mental Maths