

Clee Hill Community Academy

Cultural Capital Statement: Mathematics

As part of making the judgement about quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the National Curriculum.

'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

(Ofsted School Inspection Handbook, Nov 2019)

Cultural Capital is the accumulation of knowledge behaviours and skills that a pupil can draw upon and which demonstrates their cultural awareness, knowledge and competence. It is one of the key ingredients a pupil will draw upon to be successful in society, at secondary school and further education and eventually their career and the world of work.

At Clee Hill Community Academy, we understand the importance of mapping out the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.

We use a variety of approaches inside our mathematics curriculum and make explicit links to the entire curriculum, throughout the school to enhance the experiences and learning of our pupils. With our firm belief that knowledge is transferable, our pupils are given every opportunity to participate in a wide range of learning experiences beyond their classroom. Pupils are given regular opportunities to participate in school and interschool competitions to encourage more positive attitudes towards Mathematics.

Cultural Capital is the essential knowledge that children need to prepare them for their future success – in the world of work, in relationships forged throughout life and as a valued contributor to society. We aim to make mathematics meaningful and relevant, offering pupils the opportunity to develop skills they need to succeed in the real world. We aim to promote children's curiosity and interest in mathematics so that they can develop a lifelong desire for knowledge. For children to become knowledgeable and competent mathematicians, we aim to enable children to see the relevance of what they are learning in mathematics. We will draw attention to how these skills can be used in the real world.

Our Mathematics Cultural Capital offer includes:

- Exploring mathematics through real life examples or scenarios.
- Explicit links to maths in other subjects- how our work in maths can help us.

- Taking part in school and interschool competitions. Pupils participate in various mathematical tasks such as working with dice, pentominoes, playing cards, dominoes, tangrams and counters. It's great fun and an opportunity to celebrate maths challenges in a competitive way.
- Access to and involvement in inter class and inter-school contests on Times Tables Rockstars.
- Developing a positive maths mindset.
- Problem Solving mornings at the end of each term.
- Use of the Forest School Area for planned activities.
- Planning and delivering community projects such as the Summer Party for OAPs in the village.
- STEM projects – taking part in investigations involving maths in the real world.
- Maths workshops where parents have the opportunity to come into school to work alongside their children developing opportunities to share ways the children can develop and apply their maths at home.
- Signposting to online events and websites.

SMSC & BRITISH VALUES

SMSC	
Spiritual	We encourage the children to explore their own spirituality in Maths, always looking to understand their own interpretation of a given subject. Our children understand that perseverance and determination are two of the key learning skills in our school and these are necessary to achieve their greatest potential. Perseverance is encouraged through solving problems and mastering new concepts, using the support of the others, learning prompts and examples before asking for help, 'having a go' opportunities when using physical representations. Pupils are encouraged to use imagination and creativity to explore ideas while learning mathematics by: identifying and applying patterns and rules to everyday problem-solving; writing own problems and challenges that use those patterns or rules.
Moral	Our school ethos lends itself to the development of a moral responsibility for their actions and this is evidenced in their work in all year groups. Respect for the feelings of others combined with a need for constructive and honest criticism when peer evaluating work which will enhance the development of individual work is an area in which our children excel. When discussing ideas and methods with others, we encourage positivity. We explore the consequences of actions; for example when asking if when we perform an action to one number, will the same outcome apply to other numbers? Is it always the case? We regularly explore 'Sometimes, always, never' statements. We actively encourage acceptance of 'mistakes' and value these as part of the learning process for all.
Social	The social responsibility we have to each other is clearly demonstrated in our maths lessons. Children regularly discuss maths as a class and also enjoy discussing and developing their ideas with partners. We encourage perseverance when struggling to answer questions; having a go and accepting that it's ok to make a mistake and that we can learn from our mistakes as well as those of our peers. Children learn social conventions such as turn-taking when

	<p>playing maths games and are supported to participate actively whilst co-operating with others and resolving conflicts. The children are actively encouraged to celebrate others' achievements including weekly maths certificates for each class in our whole school Praise Assembly.</p>
Cultural	<p>In maths, we learn about the origins of our number system and the importance of zero. We learn about Roman numerals and, in other curriculum areas learn about other number systems. We explore patterns from other societies. Where relevant, we carry out maths activities as part of 'Reading Miles' days where work focuses on countries from around the World.</p>
British Values	
Democracy	<p>Within maths, we take the views of others into account when completing shared activities.</p> <p>We explore how to collect and record data accurately and develop an awareness of how it can be represented.</p>
Laws and Rules	<p>Within our maths lessons children are expected to follow both school and class rules. They are taught specific skills within maths allowing them to develop their skills of following rules. We focus on understanding methods used in maths but following of procedures can also be a key aspect. When working online using digital technologies such as TTRs, children are reminded to keep their passwords secure and follow the school AUP for Computing. They organise and manage equipment safely.</p>
Individual Liberty	<p>In our maths curriculum, we ensure individual liberty through allowing children to use their own approaches when solving problems. They chose evidence to support their opinions and prove their understanding. Through allowing children to have a say in their learning they become more confident and it helps to develop their self-esteem. They make choices in all areas of their work in maths including when selecting questions to ask when working with data and choosing how to represent it.</p>
Mutual respect and tolerance of those with different faiths and beliefs	<p>The children are given many opportunities to critique each other's work in a positive and constructive manner whilst showing respect for the opinions and beliefs of their peers which may differ from their own. An acceptance of the liberty of the individual to interpret and create a piece of work which may not necessarily match their own criteria is an important aspect of all maths lessons. They are expected to listen carefully to the contributions of others and make suggestions for efficiency, accuracy or give alternative ways of solving problems.</p>