Brompton and Sawdon Community Primary School

Curriculum Intent Statement for Maths

Maths is a skill that we use on a daily basis and is an essential part of everyday life. ... Our aim is to develop a positive culture of deep understanding, confidence and competence in maths that produces strong, secure learning and a sense of curiosity. This will ultimately prepare the children well for every-day life and the next stage of their education.

Our mathematics curriculum will give pupils the opportunity to:

- become **fluent** in the fundamentals of mathematics, through varied and frequent practice so they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason** mathematically, developing arguments, justifications or proof using mathematical language.
- **solve problems** by applying their mathematics to a variety of problems, including breaking down problems into a series of simpler steps and persevering in seeking solutions.
- Develop a **deeper understanding** through employing a **mastery approach.**
- communicate, justify, argue and prove using **mathematical vocabulary**.
- better **make sense of the world around them** by **making connections** between mathematics and everyday life
- be **independent, ask questions, investigate**, be **creative** and **imaginative**, **present**, **challenge** and be challenged, as outlined in our **Ready to Fly** Pillar, like Sir George Cayley did on our own village in designing and building the first successful glider.
- **Collaborate, contribute** and **support others** as outlined in our **Family** Pillar
- **Listen** to the methods and ideas of others and **be heard** as outlined in our **Respect** Pillar
- Develop maths skills, wherever possible, **across the curriculum.**

Implementation

- Staff subject knowledge allows the intentions of our mathematics curriculum to be delivered successfully. We continually strive to build upon the excellent understanding of the expectations of the curriculum that our staff have. We achieve this through regular quality **CPD** which is provided through the Local Authority Advisor, subject leader and collaborative lesson study.
- A **Mastery approach** is included within planning to develop the Pupil's deeper understanding of concepts. NCETM Mastery approaches are used in Class 1 and Class 2.
- Our resources allow us to better use models and images to support learning in each area and enable the progression from **concrete to pictorial to abstract** learning.

- Children are familiar with these resources and can **access them independently** if needed.
- Curriculum maps are based on the **White Rose** yearly overviews which set the curriculum out in blocks enabling children to learn different areas of maths through extended periods of time.
- Alongside the White Rose materials, we use many other resources to ensure that our offer is rich and varied. These include **Twinkl White Rose supporting document (to develop reasoning weekly),** TargetMaths, NCETM, NRich and ISeeReasoning. Third Space Learning – exposing pupils to a variety of different types of learning and ensuring coverage of fluency, problem solving and reasoning in different formats.
- Teachers also implement the schools agreed **calculation policy** for progression in written and mental calculations
- **Correct mathematical vocabulary** is used by all teachers and this is discussed with and explained to children who are then encouraged to use it independently when talking about maths. Vocabulary is displayed clearly on **working walls** and is referred to in every lesson.
- Timetabled interventions / over-teaching or pre-teaching sessions are in place for maths are in place for children with SEND. All children receive regular group support as part of their maths lessons with further support for individuals or small groups where a need is identified.
- **Fluency and Automaticity is developed through repeating, reinforcing and revising key skills in a daily session**
- **Discussion** is essential to learning and children are encouraged to discuss their thoughts, ideas and methods with a partner, group or the teacher. Tasks are varied to suit different pupils and their learning preferences.
- Developing **reasoning** remains one of our key focuses. Investigative tasks are designed to allow pupils to follow lines of enquiry and develop their own ideas, justifying and proving their answers.
- Wherever possible, maths is placed in **real life contexts**, helping the children to make sense of the world around them.
- **Where possible, children should be working towards a common goal and working on the same material which increases in difficulty as the task progresses.**

We have the highest expectations for our pupils with SEND. They receive the support and resources that they need to achieve learning objectives in line with their peers – see progression document for details of how we do this.

If they can't learn the way we teach, we teach the way they learn.

Impact

Children understand the relevance and importance of what they are learning in relation to real world concepts. Children know that maths is a vital life skill that they will rely on in many areas of their daily life. Children have a positive view of maths due to learning in an environment where maths is promoted as being an exciting and enjoyable subject in which they can investigate and ask questions; they know that it is OK to be 'wrong' and that this can strengthen their learning because the journey to finding an answer is most important. Children are confident to 'have a go' and choose the equipment needed to help them to learn

along with the strategies they think are best suited to each problem. Our maths books evidence work of a high standard in which children clearly take pride; the range of activities demonstrate good coverage of fluency, reasoning and problem solving. Our feedback and interventions support children to strive to be the best mathematicians they can be, ensuring a high proportion of children are on track or above. Our school standards are high, we moderate our books both internally and externally and children are achieving well.