

Curriculum Statement for Maths

**For the data analysts, number crunchers and statisticians.
For the bankers, accountants and mortgage advisors.**



Intent What we aim to achieve:

The intent of our mathematics curriculum is to design a curriculum, which enables our children to be:

- Confident
- Enthusiastic
- Motivated
- Challenged
- Resilient

Our approach to maths enables teachers to provide a tailored curriculum for the children in their class which is accessible to all and will enable all children to reach their potential. We deliver lessons that are creative, engaging and based on strong pedagogical knowledge. We want children to have a secure understanding of fundamental math's concepts so that they can make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving problems. As part of daily Math's lessons, we teach children key mathematical vocabulary and expect them to use this vocabulary when discussing their mathematical reasoning.

Implementation How we achieve this:

Teachers follow 'White Rose Maths' scheme of work in all year groups and have high expectations of all children. This is a carefully sequenced scheme of work that breaks down key mathematical objectives into manageable steps which are taught in a progressive way throughout a unit.

During the daily math's lesson, teachers use White Rose to plan, deliver and adapt - wherever necessary - the content for that lesson. All lessons consist of fluency and reasoning which build throughout and therefore give children opportunities to secure their mathematical knowledge and understanding.

Throughout the half term, teachers will identify any unsecure areas or misconceptions and timely interventions are put in place to ensure they have opportunities to catch up with their peers. This can take place inside - with direct adult support - or outside of the math's lesson so that any gaps identified can start to be closed.

Every day, each class takes part in 'Morning Maths' exploring and reinforcing the areas teachers feel will benefit their children. Other areas in 'Morning Maths' may be used to consolidate learning from the previous lesson, pre-teach new concepts or work on objectives/strategies that children are not secure with. Each week in KS2, a low stakes mental arithmetic math test takes place to secure and embed sticky knowledge.

Reasoning questions are presented in a variety of ways and children of all abilities are encouraged to explain or write their answers using mathematical vocabulary taught or being taught during the lesson. Key vocabulary / images / strategies are displayed on the math's working wall in the classrooms and teachers use the describe / explain / convince / justify / prove approach to support reasoning.

School has a visual calculation policy which shows progression within each of the four operations, and this clearly shows the different calculation strategies that children are expected to use to find answers to fluency questions.

Times Tables – We use the 'Times Tables Rockstars' website which completes a baseline assessment and provides children with a bespoke package of times tables questions which help them to improve their

speed and recall of times tables facts. We also recite times tables which help children develop their understanding of different times tables facts in preparation for the multiplication tables check at the end of Year 4.

Impact
What is the impact of this?

The subject leader ensures that both knowledge and skills are taught simultaneously through monitoring of planning, learning walks, pupil voice and book scrutiny of mathematical work completed.

Each topic has specific objectives which enable the teacher to assess whether pupils in each year group have achieved the 'expected' standard or are 'working towards' or 'at greater depth'.

- Children are making good progress from their starting point.
- Internal data is showing that percentages of children making expected progress or better is in line with national average.
- Standards of attainment at the end of key stage 1 are in line with national averages.
- Standards of attainment at the end of key stage 2 are slightly above national averages.
- Teachers are confident in their assessments of children.
- Children are able to use maths in other areas of the curriculum.
- Children develop a resilient and positive attitude towards maths that will set them up for future learning.
- Children will leave Moor End with the confidence and competence to embark on the Key Stage 3 curriculum