Curriculum Statement for Maths

INTENT:

At Cutthorpe Primary School, the intent of our mathematics curriculum is to design a curriculum, which is accessible to all through planning a progressive scheme that will support and build on previously acquired knowledge and skills. Our curriculum will maximise the development of every child's ability and academic achievement by delivering daily lessons that are creative and engaging to build on children' knowledge and skills – allowing them to know more and remember more.

In Key Stages One and Two, teachers cover objectives set out in the Programmes of Study from the National Curriculum and follow the 'Abacus' schemes of work. Within the Abacus scheme, there are opportunities for the children to gain fluency in knowledge and skills, challenge through reasoning and problem solving and challenges to demonstrate mastery – an approach to extend and deepen the understanding of pupils within each year group. Our teaching staff supplement the Abacus scheme with high quality resources such as White Rose varied fluency and problem and reasoning documents (Classroom Secrets), NCETM and NRich.

Maths is a subject specific lesson, which builds upon previously taught knowledge, skills and vocabulary covered in our progression grids. We aim to develop children's enjoyment of maths and provide opportunities for children to build a conceptual understanding of maths before applying their knowledge to everyday problems and challenges. Lessons include a focus on rapid recall (such as times tables, number bonds), review of previously taught skills, knowledge and vocabulary and opportunities to reason and problem solve.

IMPLEMENTATION:

At Cutthorpe Primary School, our approach to the teaching of mathematics develops children's ability to work both independently and collaboratively as part of a team. We recognise that, in order for pupils to progress to deeper and more complex problems, children need to be confident and fluent across each yearly objective. To ensure children know more and retain more, all maths lessons begin with a brief, daily review of prior knowledge and address any misconceptions.

During each lesson, new content is taught through small steps and children create their own learning space alongside the teacher's learning wall; this is a supported process but children do have the opportunity to work independently to secure their new skills. Through mathematical talk, children develop the ability to articulate and discuss their thinking. We strive to ensure that children are taught to become competent mathematicians by embedding the skills and processes necessary to

enable children to use and apply their learning in a variety of contexts.

Teachers use a range of questioning to elicit feedback from all students to expose and address any misconceptions in learning and to challenge the children. Where misconceptions are noted, they are readdressed through supported practice to enable all children to succeed.
Teachers use a range of tools to support children in knowing more and retaining more in maths. These include class working walls, learning spaces built up by the children and a clear breakdown of the learning question. Over the course of the year, children will re-visit and recall previous learning to identify gaps which need to be planned for.

To support learning in class, weekly homework is sent linked to the learning completed that week. Children are also expected to spend time working on their 'Rapid Recall' target which is tested on a weekly basis. Children also have access to Mathletics – an online resource which allows independent task selection by the children but also, teachers can set specific tasks to be completed.

IMPACT:

Pupils at Cutthorpe Primary School understand and value the importance of Mathematics, this is evident through pupil voice and through pupil voice and monitoring which takes place every half term by the curriculum leader.

We want children to be confident in making rich connections across mathematical concepts as a result of developing fluency, mathematical reasoning and competence in solving in solving increasingly sophisticated, contextual problems during their time at Cutthorpe Primary School. Our pupils will be able to apply their mathematical knowledge across the curriculum through a range of cross-curricular opportunities. As our children progress through the school, we intend for them to be able to understand the world, have the ability to reason mathematically, have an appreciation of the power of maths and acquire a sense of enjoyment and curiosity about the subject.

Through high quality first wave teaching, guidance and effective feedback, children will achieve age-related expectations by the end of each year group. By the end of Key Stage Two, children will leave our school prepared for the next step in their mathematical education.

Summative assessment takes place at the end of every term – these are Abacus assessments linked to that term's learning. In Year 6, previous SATs papers are used half termly to attain pupil's progress and NFER tests are used termly across all other year groups. Children's progress and attainment is discussed with senior leaders in pupil progress meetings and recorded on I-Track. Formative assessment takes place on a daily basis and teachers adjust planning accordingly to meet the needs of their class.