



Maths Curriculum Statement – Intent, Implementation & Impact

INTENT

At Upshire Foundation Primary School, we believe mathematics is a vital part of children's development in order to have a better understanding of the world around them.

We intend on delivering a curriculum which:

- Allows children to be a part of creative and engaging lessons that will give them a range of opportunities to explore mathematics following a mastery curriculum approach.
- Gives each pupil a chance to develop themselves as mathematicians and practise our core value of resilience when facing a range of mathematical challenges.
- Recognises that mathematics underpins much of our daily lives and therefore is of paramount importance in order that children aspire and become successful in the next stages of their learning.
- Makes deep connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.
- Provides opportunities for children to apply their mathematical knowledge to other subjects (cross-curricular links).
- Meets the expectations in the National Curriculum 2014

IMPLEMENTATION

Our Maths curriculum is designed to develop children's knowledge and understanding of mathematical concepts from the Early Years through to the end of Y6.

Teaching and Learning, Content and Sequence

- In school, we follow the national curriculum and use White Rose Maths scheme of learning as a guide to support teachers with their planning, teaching and assessment.
- The calculation policy is used within school to ensure a consistent approach to teaching the four operations over time.
- Key vocabulary is introduced and revisited regularly to develop language acquisition, embedding as the topic progresses.
- Assessment activities are used throughout units to support the support the teacher's delivery of an appropriate pitched series of lessons
- Children are taught through clear modelling and have the opportunity to develop their knowledge and understanding of mathematical concepts.
- All lessons incorporate the use of objects, pictures, words and numbers to help children explore and demonstrate mathematical ideas, enrich their learning experience and deepen understanding at all levels.
- Children move through the different stages of their learning at their own pace.
- Children who have shown their understanding at a deep level within the unit, will have opportunities to apply these skills in a GREATER DEPTH activity. This should be challenging and ensure that children are using more than just one skill to be able to answer the mathematical problems.
- Reasoning and problem solving are integral to the activities children are given to develop their mathematical thinking.



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- Resources and manipulatives are readily available to assist demonstration of securing a conceptual understanding of the different skills appropriate for each year group.
- Children are encouraged to explore, apply and evaluate their mathematical approach during investigations to develop a deeper understanding when solving different problems/puzzles.
- A love of maths is encouraged throughout school via links with other subjects, developing independence to apply an ever-growing range of skills.
- Children with additional needs are included in whole class lessons and teachers provide scaffolding and relevant support as necessary. For those children who are working outside of the year group curriculum, individual learning activities are provided to ensure their progress.
- Home-learning activities set closely link to the learning foci in maths being taught in class that each week.

Leadership, Assessment and Feedback

- Assessments inform the journey and pace through the teaching and learning sequence.
- Verbal Feedback is given on children's learning in line with our feedback policy. Formative assessment within every lesson helps teachers to identify the children who need more support to achieve the intended outcome and who are ready for greater stretch and challenge through planned questioning or additional activities.
- In order to support teacher judgments, an end of unit assessment is used. Additionally, children (Y1-Y6) are assessed termly using the White Rose assessments; areas of misconceptions can be identified and common areas of need targeted through future teaching activities.
- The maths leader has a clear role and overall responsibility for the progress of all children in maths throughout school. Working with SLT, key data is analysed and regular feedback is provided, to inform on progress and future actions.

IMPACT

- Children demonstrate a quick recall of facts and procedures. This includes the rapid recall of the times table.
- Children show confidence in believing that they will achieve.
- Each child achieves the objectives (expected standard) for year group.
- The flexibility and fluidity to move between different contexts and representations of maths.
- The chance to develop the ability to recognise relationships and make connections in maths lessons.
- Mathematical concepts or skills are mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations.
- Children show a high level of pride in the presentation and understanding of the work
- Our school standards are high; we moderate our books both internally and externally and children are achieving well.
- Each child values the additional learning opportunities that their home-learning tasks offer to develop their mathematical skills and confidence.