

Subject: Mathematics

Intent
<p>The intent of the mathematics curriculum is to develop the children's inquisitive and creative mind by enabling them to investigate and interrogate mathematical concepts and procedures. Children will be encouraged to use a mastery approach through revisiting, revising and explaining their mathematical thinking which in turn, facilitates their competency in mathematical fluency, reasoning and problem solving. Resulting in children having a positive and confident attitude towards mathematics. The expected outcome being that they develop their analytical and communication skills to become successful lifelong learners and have successful futures.</p>
Implementation
<ul style="list-style-type: none"><li>• Mathematics is organised as an accumulative curriculum whereby staff implement the White Rose scheme to plan learning sequences which build upon or consolidate prior learning.</li><li>• The curriculum is organised to ensure 'small steps' are taken so all children have a thorough understanding of taught concepts. For children grasping concepts easily teachers skilfully deepen their understanding through tasks and questioning.</li><li>• Teaching staff make explicit connections between mathematical concepts and prior learning. In addition, learning experiences are organised to ensure conceptual and procedural variation resulting in the children making connections between mathematical concepts and thus embedding their understanding.</li><li>• The maths curriculum develops and embeds the children's understanding through achieving a balance of instruction and dialogue discussions. Therefore, children are encouraged to revisit, revise and explain their mathematical understanding. This is achieved by children working in mixed ability groups, working co-operatively and communicating their understanding verbally, written or in pictorial form.</li><li>• Teaching staff and children are encouraged to use manipulatives or representations to ensure mathematical concepts are embedded or misconceptions are rectified. This enables key teaching points to be explored deeply with children encouraged to think and make connections.</li><li>• For children who find concepts challenging, teachers intervene quickly or use same day interventions to rectify misconceptions positively and promptly.</li><li>• CPD is organised to ensure members of staff share their learning experiences, shared up to date practises and curriculum developments are explained.</li><li>• Working alongside SLT, the maths leader will analyse the impact of the implementation of the school maths curriculum as well as keeping up to date with new findings through participation with the mastery programme.</li><li>• Working alongside SLT, the maths leader will analyse attainment, progress and quality of teaching and learning through regular check ins, pupil progress meetings, data analysis and collaborative discussions.</li></ul>

- The maths leader will evaluate the effective use of resources when teaching mathematical concepts. Furthermore, teachers are encouraged to use a combination of White Rose scheme, Power Maths, manipulatives and representations to teach maths effectively

#### Impact

- Teachers and learners will have a deep understanding of the mathematical concepts and procedures they have been taught.
- Teachers and learners will be able to communicate effectively both verbally, written and in pictorial form.
- Children will become competent in mathematical fluency, reasoning and problem solving.
- Teachers and learners will use an extensive mathematical vocabulary when explaining their mathematical thinking.
- Learners will be able to work collaboratively while investigating and interrogating mathematical concepts and procedures.
- Learners will become confident mathematicians who have a positive mindset and analytical skills which enable them to achieve academic excellence.