

## Curriculum Intent Statement for Mathematics

### Our School Vision

*“We aim to inspire the members of our community to follow God’s light and as a result: form caring relationships, have high aspirations, embrace all opportunities, appreciate diversity, give generously and show environmental responsibility.*

*In achieving our mission, we can all make a positive contribution to our global society.”*

*“I am the light of the world. If you follow me, you won’t have to walk in the darkness, because you will have the light that leads to life.” John 8:12*

### Curriculum Intent

At Seend Primary School, we believe that the curriculum should:

- open children's minds
- develop a sense of wonder about the world around them
- engage their natural curiosity
- inspire them to be life-long learners.

Our curriculum aims to provide for progression through a balance of knowledge and skills across a combination of discreet teaching and robust cross curricular links. It will be made accessible to all children in a fully inclusive manner.

The whole curriculum should also contribute to children’s moral, social, cultural and spiritual development in support of our vision for the Seend School community.

### Mathematics Intent

At Seend Church of England Primary School, we believe that mathematics is a key discipline for everyday life in our modern world. It is a very imaginative subject so during their time at Seend we want all the children to enjoy the beauty and power of mathematics and to develop their curiosity about the subject.

At Seend School we encourage a ‘can do’ attitude in the children as well as the staff. We use mistakes and misconceptions as an essential part of learning and provide challenge through rich and sophisticated problems before acceleration through new content. We also believe that *all* children can achieve in mathematics and so teach for a secure and deep understanding of mathematical concepts that they can build on in the future.

We aim for all pupils to:

- Become **fluent in the fundamentals of mathematics** so they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Be able to **solve problems** by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios.
- Be able to **reason mathematically** by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.
- Have an **appreciation of number and number operations**, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately to be successful in mathematics.

### **Mathematics Implementation**

Through high quality provision, all children have the opportunity to become skilled and enthusiastic mathematicians. Teachers follow these key principles to achieve this;

- We deliver maths through small step progression so that pupils become fluent in the fundamentals of mathematics. These small steps are taken from a well-considered, long and medium term planning document created to ensure sufficient coverage and progression.
- Maths lessons follow a typical pattern but will be adapted to the needs of the class. New content is taught, modelled explicitly and questioning used to draw out any misconceptions or variations. Use of a generalised sentence helps give the children a hook for their learning as well as key vocabulary and visual representation of mathematical concepts.
- Within the maths lessons, children have an opportunity to demonstrate their understanding through standard and non-standard questions. Here again purposeful mistakes are used to show children where misconceptions can occur and are a key part of the learning. Challenge is visible throughout the whole session by questioning and opportunities for children to reason and prove their understanding. Support will be based on the needs of the child to secure their understanding and not on a preconceived ability.
- Daily maths lessons will be supported by a maths meeting on a regular basis. These are opportunities to revisit and secure concepts and practise key skills. These will be planned in response to the needs of the class and so flexibility in the content, timetabling and number of these sessions is necessary.
- All classrooms have a working wall that highlights the features of their current unit of work that the children can use to support their learning.
- In Foundation stage, children should experience mathematics in a range of contexts and opportunities for developmental mathematics should be available across all areas of learning and throughout the learning environment. This is encouraged by providing a range of materials and resources both inside and outside of the classroom. Children's own attempts at early mark making and number skills will be celebrated and promoted, alongside the direct teaching of the key skills that will enable the children to progress through the stages of mathematical development. In Foundation stage and KS1, children's mathematics that needs interpretation will be scribed by a teacher or adult working with the group. Ideally this is during the mathematics session.

## Mathematics Impact

Our Mathematics curriculum is high quality, well thought out and is planned to demonstrate progression. When observing a maths lesson at Seend Primary school you should see engaged children who are challenged and confident to talk about Maths in general; their recent learning; and about links between mathematical concepts.

We measure the impact of our mathematics curriculum through a combination of formal and informal assessment and through statutory assessments.

- Attainment in reading is formally measured yearly using the statutory assessments at the end of FS, Key Stage One and Two. In addition to this, from 2022, multiplication tables will be tested at the end of Year 4. These results are measured against the mathematics attainment of children nationally. In year groups 1,3,4 and 5, teachers use their own assessment and the CanDo 'Remember it' and 'Ready to progress' tests to make a judgement regarding a child's mathematics achievement.
- However, we firmly believe that mathematics is a key skill for the children's futures so the impact of our mathematics curriculum has to go beyond the results of the statutory assessments.
- We believe a child who has mastered a mathematical concept should be able to do the majority of the following.
  - Describe it in their own words
  - Understand when it might be used outside of the classroom
  - Represent it in a variety of ways (materials, pictures symbols)
  - Explain it to someone else
  - Identify where misconceptions might happen
  - Make up their own examples to demonstrate it
  - See and describe connections between it and other areas of maths or learning
  - Recognise and make use of it in new situations

At Seend Church of England Primary School, assessments are shared at the tracking points against the Foundation Stage profile and National Curriculum age related expectations. These are put onto Pupil Asset and monitored by all staff, the SENCO, the HT, the Mathematics subject leader and the governor with responsibility for SEN and Data.