Marston Thorold's Primary School

Curriculum Intent Statement - Mathematics

Intent:

"The essence of mathematics is not to make simple things complicated, but to make complicated things simple."
— Stan Gudder

Intent:

- Ensure that **all** pupils become **confident,** fluent, have the **knowledge to reason mathematically** solving problems **independently**.
- Develop a sense of enjoyment, **curiosity,** understanding and love of mathematics.
- Encourage children to think creatively in order to become **resilient and enquiring learners,** and **effective communicators** in mathematics.
- Equip children with the **knowledge** required to be ready for the next stage in their education and be **aware** of the uses and implications of mathematics, today and for the future.
- To widen children's horizons to understand the uses and implications of mathematics today and in the future.

Implementation:

All lessons build on prior learning and teachers support children to learn and remember more through:

- providing children with a minimum of a discrete one-hour maths lesson per day which will be inclusive to all children;
- use the principles and aims of the National Curriculum for Mathematics 2014 at the heart of mathematics teaching and learning;
- take teaching objectives from the National Curriculum and Early Years Development Matter and Goals to ensure pitch of teaching and learning is appropriate for age-related expectations;
- teachers will follow a long-term plan for mathematics ensuring equal coverage of a spiral curriculum in Years 1-6;
- ensure EYFS children learn through a mixture of adult led activities and child-initiated activities both inside and outside of the classroom;
- expect teachers to make short-term plans appropriate for the needs of their class whilst ensuring all children have access to achieving their age-related expectations;
- promote a conceptual understanding (declarative knowledge) through the provision of concrete-pictorial-abstract representations;
- use a variety of teaching and learning styles in lessons;
- encourage mathematical talk including the use of correct vocabulary;
- identify rapid intervention needs as part of teaching and learning and acted on swiftly to ensure security of pupil's understanding and readiness to progress;
- challenge children who grasp concepts rapidly through deep and rich learning opportunities before pace through the curriculum – 'depth before pace';
- ensure staff teach written calculation in-line with Jenny Cook's 'A Journey to Written Calculation'.

Impact

The subject leader will:

- Collate appropriate evidence over time which evidences that pupils know more and remember more.
- Monitor the standards in the subject to ensure the outcomes are at expected levels.
- Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the Maths curriculum is wide reaching and positive.
- Inform all staff of any new/ upcoming information that could influence their teaching.
- Regularly reflect on resources used to ensure they are of the highest quality.
- Monitor and evaluate on going summative assessment including NFER and termly arithmetic assessments.