

Pollington – Balne C of E Primary School Curriculum Statement

Mathematics

‘Go down deep enough into anything and you will find mathematics.’

S. Gudder

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
The schools’ senior leadership team will: • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality. • Support curriculum leaders and teachers in selection of appropriate schemes if applicable to ensure effective teaching.	Our typical teaching sequence will be: • Flashback Four • Fluency • Reasoning • Problem Solving Times table practise Arithmetic testing Practise questions Question stems Answer free zones	Pupil Voice will show: • A developed ability to use mathematical knowledge at their stage of development to articulate their understanding of a concept in mathematics • A secure understanding of the key techniques and methods for each key strand of mathematics
The curriculum leader will: • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of knowledge is in place which supports pupils in ‘knowing more and remembering more’ phonic knowledge and develops them as mathematicians. • Ensure an appropriate progression of mathematical skills and knowledge is in place over time so that pupils are supported to be	Our classrooms will: • Provide appropriate quality modelling for each area of the curriculum. • Have developed learning walls which include appropriate responses and materials to both scaffold and extend learning • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. • Deploy appropriately challenging selections of questions, both reasoning and problem	Displays around school and books will show: • Pupils have had opportunities for practice and refinement of skills. • A consistent approach to the delivery of the mathematics approach. Use of diagnostic 5 to accelerate learning of the pupils that are more capable • Clear differentiation of support ensuring every child’s specific needs are targeted and addressed • That pupils, over time, evidence they have embedded and subsequently built on the

the best mathematicians they can be, and challenge teachers to support struggling mathematicians and extend more competent ones. • Provide regular training for all staff which addresses elements for development identified through rigorous monitoring. • Inspire a love of learning	solving, accessible throughout learning to both scaffold and extend learning as needed	early numeracy skills in order to continue to develop as a mathematician.
The class teacher, and other staff responsible for delivery of the programme, will, with support from the curriculum leader: • Plan carefully structures learning to ensure they meet the needs of all pupils in their groups • Plan and deliver lessons in accordance with the mathematics learning cycle • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching • Inspire a love of learning	Our children will be: • Engaged because they are challenged by the curriculum which they are provided with. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Able to critique their own work as a mathematician because they know how to be successful. • Safe and happy in Maths lessons which give them opportunities to explore their own reasoning and problem solving skills development. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses mathematical skills and knowledge • Develop numeracy skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills..	The curriculum 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. • Ensure assessment in completed accurately to ensure that all pupils continue to be challenged and supported as they need. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.