Curriculum Overview - Maths

Intent	Implementation	Impact
All children are encouraged to: Know that everyone can and will achieve in Mathematics, regardless of background or additional needs, enjoying the exploration of number. **As part of our provision at Whatfield Primary School we aim to:** • Foster a positive growth mind-set towards learning Mathematics in all its strands and contexts • Use a Mastery approach which enables all pupils to progress through the curriculum content at the same pace with the differentiation emphasis on deep knowledge and individual support/intervention working through small steps. • Ensure that teaching is underpinned by methodical curriculum design, with units of work that focus in depth on key topics; lessons and resources are crafted carefully to simultaneously foster deep conceptual and procedural knowledge. • Implement practice and consolidation as a central part of learning, building fluency and understanding side by side. • Model the use of mathematical language and vocabulary with high expectations of the pupils to communicate with confidence, coherence and accuracy.	**As part of this planning process, teachers:** • Plan for whole-class teaching, embedding all the key elements of the mastery approach. • Provide daily / weekly opportunities to recall/re-use skills and facts that underpin all maths learning • Make provision to teach all pupils the same concepts at the same time, with the appropriate addition of intervention and greater depth exploration. • Staff will embed 'out of the box' maths learning experiences into their lessons, to enable the pupils to experience a wider sense of the subject through maths investigations, outdoor learning, combining Maths with other curricular subjects, special events, using/exploring any new, unique, exciting ways to learn mathematic and the philosophy of maths **As part of the assessment process, teachers will:** • Make observations during lessons and give feedback to aid progress • SHINE interventions based on data from PUMA assessments. • Note and respond to pupils who need further support to grasp new learning and provide relevant and appropriate intervention as soon as possible, preferably same day.	Impact is measured by ensuring that children not only acquire the age-related knowledge linked to the maths curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives. Children will move their learning from their working memory to their long-term memory. **All children will have:** • Progressed and achieved in maths in a way that gives them confidence and further aspiration to continue their learning journey into Upper School. • An enjoyment and knowledge of Mathematics in a wide-reaching, rich and varied way. • Skills for solving problems by applying mathematics to a variety of situations with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios • The ability to reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language. **In addition, we measure the impact of our curriculum through the following methods:** • Monitoring and analysis of pupil progress • Pupil discussions about their learning (pupil voice)

	• Provide pupils with the opportunity to work independently for assessment purposes. • Encourage pupils to develop an awareness of their own achievement and evaluate this at an appropriate level for their age. • Use formal end of module and end of term tests (PUMA and White Rose) to assess progress and any gaps in learning to reflect in future plans. **The math lead will:** • Support staff with planning and assessment • Support staff with CPD and training as required • Monitor data	• Termly assessment using White Rose and PUMA