

Great Bardfield Primary School Curriculum Statement for:

Mathematics

Intent

At Great Bardfield Primary School we believe that, no matter what their starting point, **everyone** can do Maths. Mathematics is a vital tool for everyday life and economic prosperity and by the time children leave our school, we want them to be confident, competent mathematicians and to be able to use their skills to tackle a wide range of questions, practical tasks and real life problems. Our intent is that children will be able to:

- be fluent in the fundamentals of mathematics,
- reason mathematically,
- solve problems by applying their mathematics.

Implementation

At Great Bardfield Primary School we use White Rose Maths as a basis for our curriculum. Each of the major topic areas (Number, Measurement and Geometry) are broken down into smaller blocks which are taught in sequence. Our curriculum is cumulative and once a skill has been taught, it will be revisited in other contexts within the curriculum.

Subject Leaders are provided with an additional three planning days per year in addition to their PPA, to plan and monitor the curriculum, resources and any staff training needed.

As part of the teaching and learning process, teachers will plan and deliver the following as part of mathematics lessons:

- A medium term plan which outlines knowledge and skills (including vocabulary) all children must master;
- A sequence of lessons that allows for progression and depth but which also takes account of how the children are learning and how they self-lead their learning;
- The use of CPA (Concrete, Pictorial, Abstract) methods to facilitate achievement for all.
- Precise questioning to test conceptual and procedural knowledge.
- Regular opportunities for fluency activities to support learners' ability to block learning and increase space in their working memory.

Impact

We measure the impact of our curriculum through the following methods:

- Regular pupil reflections and discussions about their attainment and next steps.
- The use of 'before' and 'after' assessments for each block of learning to pinpoint starting points, attainment and next steps.
- Summative termly assessments (WRM) which enable us to record and track progress and attainment.
- Termly progress and attainment meetings with subject leaders and class teachers to track individual children and groups (e.g. SEND, PP, etc.); identifying any children who may need an intervention.

- Formal testing (SATs) at the end of year 2 and Year 6 to benchmark attainment against national averages.