

## **The Intent of our Mathematics Curriculum**

The intent is to provide children with a foundation for understanding number, reasoning, thinking logically and problem solving with resilience so that they are well prepared for the future. As such, we have identified the Mathematics keystones of knowledge and skills. These keystones of Mathematics are embedded throughout all strands of our curriculum. By adopting a Mastery Approach, we expect that all children, regardless of their starting point, will maximise their academic achievement and leave St Patrick's with an appreciation and enthusiasm for Mathematics, resulting in a lifelong, positive relationship with the subject.

In order to secure this intent, we ensure that:

- a high quality Mathematics curriculum that is both enjoyable and challenging is provided and constantly improved
- all children practise their mathematical skills sufficient amount of time securing solid conceptual understanding and ability to rapidly recall and apply their knowledge to increasingly more complex problems as they move through the school
- all children are given plenty of opportunities to become fluent in key mathematical facts
- all children are able to apply their mathematical knowledge to other areas, such as Science
- all children are able to reason mathematically, follow a line of enquiry, explore conjecturing relationships and generalisations and develop an argument, justification or proof using mathematical language
- all children understand that mathematics is essential to everyday life and that they are confident to take risks when learning

## **The Implementation of the Curriculum**

St Patrick's uses planning which is based on Power Maths and White Rose Maths. It is the responsibility of the class teacher to adapt planning to suit the children's needs so that the barriers to learning are removed and all children, irrespective of needs and including those with SEND, can access the same learning. Children learn through similar activities, with outcomes modified to match all needs.

The Maths Leader ensures that teachers are appropriately trained to teach mathematical concepts progressively as pupils move through the school and that lessons are sequenced throughout the year to build knowledge and skills. Our calculation policy reflects this sequential and progressive approach.

Lessons are structured and sequenced for the final outcomes to be secure and meaningful. They are designed using a Mastery approach, providing children with the scaffolding and adaptation required for them to access learning at all levels. Children do not learn objectives in isolation but repeatedly continue to embed these through carefully planned opportunities to apply this learning throughout the year.

Additionally, our school supplements the curriculum with a number of online learning platforms that help us to foster fluency in the key recall skills and their application. Children

in KS1 and KS2 have access to the [Times Table Rock Stars](#), Numberbots and Mathletics. Homework is regularly set so that pupils can practise, and apply the skills taught, at home.

### **Curriculum Impact**

Work in books and regular, teacher and short end of the week or unit assessments are used as a measure of progress towards the identified end points. Pupils are given regular opportunities to recap and embed learning as well as applying their knowledge to solve a range of tasks and problems. Where gaps in learning are identified, the reasons for this are analysed and this information is used to plan further teaching or intervention activities where needed.

The Impact of the Mathematics Curriculum is evident in:

1. Key Performance Indicators (KPIs) such as statutory assessments
2. Standards of work in books, including evidence of applying key knowledge to solve more complex problems
3. Regular low stakes end of the week or unit assessments
4. Teaching and Learning Reviews and Learning Walks
5. Pupil voice
6. Subject Action and School Development Plans