



Ringway Primary School Curriculum Statement Mathematics



"The highest form of pure thought is in mathematics."
--Plato

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?
<p>The school's leadership team will:</p> <ul style="list-style-type: none">• Derive a mathematics curriculum which is sequenced to develop the acquisition of knowledge and skills.• Ensure the curriculum leader has appropriate time to develop their specific curriculum intent through careful research and development.• Provide sufficient funding to ensure that implementation is of high quality.	<p>Our teaching sequence will:</p> <ul style="list-style-type: none">• Be based upon that provided by <i>White Rose</i> and the National Curriculum for reception to year six, incorporating new developments within the subject.• Reflect the pupils' developing knowledge, understanding and skills, including those of the individual, group and cohort.• Specify key vocabulary, including prefixes relevant to mathematics.• Link areas within the mathematical curriculum, and link mathematics to other curriculum subjects, to provide context and promote independent problem-solving skills.• Provide opportunities for children to reflect upon and evaluate their own work.	<p>Pupil Voice will show:</p> <ul style="list-style-type: none">• Enthusiasm for, and confidence in sharing their knowledge, understanding and skills on what they have learned.• Understanding of next steps in their learning.• A developed understanding of the methods and skills of mathematicians at an age appropriate level.• A secure understanding of the key techniques and methods for each key area of the mathematics curriculum.• A progression of understanding, with appropriate vocabulary, which supports and extends learning.

<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Keep up to date with on-going developments within primary mathematics, and support staff through the sharing of good practice between colleagues, schools and specialists. • Ensure appropriate progression of knowledge, understanding, skills and vocabulary is in place to support all pupils in developing further as mathematicians. • Identify mathematicians who underpin specific areas of the curriculum and raise aspirations for pupils. • Ensure the necessary resources are available for teaching the mastery approach in mathematics. 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> • Change to meet the needs of specific learning and/or external factors influencing school practice. • Provide appropriate equipment for each area of the mathematical equipment, as required. • Be organised so that pupils have clear, independent access to relevant teaching material and visual support resources. • Contain displays and working walls to support pupils' learning and also celebrate their own independent pieces of written work. 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> • Pupils are taught and supported in presenting their work clearly and accurately. • A varied and engaging curriculum which develops a range of mathematical skills. • How pupils, over time, develop a range of skills and techniques which can be used across mathematics and other areas of the curriculum.
<p>The class teacher will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Use long term plans which ensure appropriate coverage of knowledge, skills and vocabulary. • Seek support for any perceived gaps in subject knowledge or skills. • Ensure appropriate resources are readily available so that all pupils have the correct equipment for following the mastery approach to mathematics. 	<p>Our children will be:</p> <ul style="list-style-type: none"> • Engaged as they are challenged by the curriculum with which they are provided. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Safe and happy in mathematics lessons which give them opportunities and encouragement to take their next steps in learning. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence through feedback that is positive and focuses mathematical skills and knowledge. • Develop mathematical skills and confidence over time due to careful planning, focused delivery and dedicated time to hone new and existing skills. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Perform regular checks on the correct mathematical processes being taught, including the quality of mathematics in subject-specific and other curriculum books. • Use learning walks, drop ins, pupil conferencing and work scrutinies to monitor achievement and progress in children's mathematical skills.