Mathematics Curriculum Statement

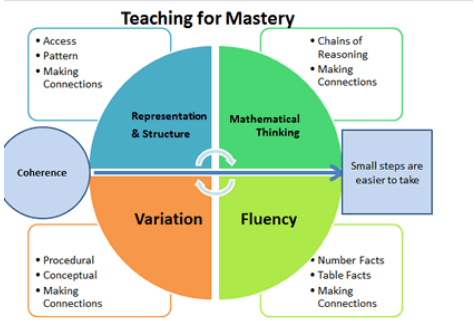
In Chulmleigh Primary School, we endeavour to deliver lessons that are creative and engaging. We want children to make connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.

Key features of our Maths Mastery curriculum:

- High expectations for every child
- Flexibility in planning to ensure children 'master' concepts.
- Number sense and place value come first
- Focus on mathematical thinking and language
- Resources to support
- Problem solving is central
- Calculate with confidence– understand why it works (make the links!)

The Mastery Maths Approach:

The Teaching for Mastery approach is underpinned by the Five Big Ideas that are evident in every maths lesson.



Coherence- Lessons are broken down into small connected steps that gradually unfold the concept, providing access for all children and leading to a generalisation of the concept and the ability to apply the concept to a range of contexts.

Representation and Structure - Representations used in lessons expose the mathematical structure being taught, the aim being that students can do the maths without recourse to the representation

Mathematical Thinking - if taught ideas are to be understood deeply, they must not merely be passively received but must be worked on by the student: thought about, reasoned with and discussed with others

Fluency - Quick and efficient recall of facts and procedures and the flexibility to move between different contexts and representations of mathematics

Variation- Variation is twofold. It is firstly about how the teacher represents the concept being taught, often in more than one way, to draw attention to critical aspects, and to develop deep and holistic understanding. It is also about the sequencing of the episodes, activities and exercises used within a lesson and follow up practice, paying attention to what is kept the same and what changes, to connect the mathematics and draw attention to mathematical relationships and structure.

Supporting Need:

All children have access to Quality First Teaching. However, through data, testing and observation, individual children are highlighted and then supported with specific intervention that allows them to make progress. As professionals, we evaluate the success of these interventions and adapt accordingly to ensure children are supported in the best possible way.

Current aims (Intent) :

- To ensure pupils become fluent in the fundamentals of mathematics, developing conceptual knowledge and an ability to recall and apply knowledge rapidly and accurately
- To ensure that pupils can reason mathematically and solve problems
- For our children to develop a 'can do' attitude and perceive themselves as mathematicians.
- For manipulatives and other resources to be part of everyday maths.
- For children to understand and use everyday mathematical language making links to real life contexts as well as using this rich language when reasoning.
- To adapt the CPA approach across the school to reinforce making links.

- To give children opportunities to apply their maths skills in other curriculum areas and incorporate current topics within maths lessons.

Planning:

Teachers adapt their planning using Mastery maths planning such as: White Rose/Classroom Secrets and Rising Stars approach.

Long term plans map out the units to be covered each term, during each Key Stage following the White Rose learning journey but adapting where necessary to the needs of the children.

Short term plans are prepared by each teacher using a weekly planning format. Learning journeys are outlined using S planning and this is then broken down into the weekly plan. The plan states the learning focus, break down of guided practice and independent work. Resources and stem sentences are also specified.

Assessment:

In the daily mathematics lesson, formative assessments are made on a day-to-day basis. Teachers observe, question and evaluate lesson outcomes to further determine progress made and the next steps in learning.

The use of Learning talks allow teachers to talk and question children about the current unit of work which should demonstrate the depth of understanding allowing teachers to adapt learning where necessary.

Summative assessments are made at the end of each term to monitor children's knowledge and understanding of concepts taught.