

## Curriculum Statement for the Teaching and Learning of Maths



At Barton Church of England Primary School we are committed to providing a curriculum that is designed to engage and inspire our pupils to become creative and independent thinkers, evidencing a love of learning and a thirst for knowledge. We aspire to promote the skills needed to persevere with learning challenges and the curiosity to enquire further.

<b>Intent</b> - the aims of our school in helping our children develop and learn.				
At Barton Primary School, our intent when teaching Maths is to build independent mathematicians who are equipped with the skills they need to become fluent in the fundamentals of mathematics, so that they are able to reason mathematically and use their skills to solve problems. We have adopted a 'mastery' approach to the teaching of mathematics, underpinned by the belief that all children can achieve in maths. Teaching promotes a sustained and deep understanding, by employing a variety of strategies to develop children's conceptual understanding, and children are encouraged to make links between areas of mathematics, whilst also applying their mathematical knowledge in science and other subjects.				
<b>Implementation</b> - what we do every day to encourage discussion and whole-hearted engagement of our pupils.				
<b>Curriculum and Skills</b> In Maths, we develop the children's understanding of the areas of mathematics specified in the National Curriculum, arranged into specific teaching blocks taught throughout the year. Alongside mathematical concepts and content, children are encouraged to make links between areas of learning, and apply their developing knowledge to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.	<b>Planning and Delivery of Curriculum</b> Based upon the National Curriculum Objectives, we follow the White Rose Scheme of Mathematics. Teaching is arranged into blocks, and children are taught objectives relevant to their year group. Teaching teams support children to work independently and cooperatively, developing their fluency, reasoning and problem solving skills in each area of mathematics.	<b>Challenge and Support</b> Teachers create a positive and enthusiastic attitude towards Maths, supporting children with scaffolded and differentiated tasks and extending their learning through challenging follow-up work. The expectation is that most pupils will move through the programmes of study at the same pace. Pupils who grasp concepts rapidly are challenged through rich and sophisticated problems. Those who are not sufficiently fluent with earlier material consolidate their understanding, through additional practice, before moving on.	<b>Enrichment</b> Children are encouraged to make links across areas of learning and the curriculum, and apply their mathematical skills to relevant areas of learning. Visitors support and challenge the children in their learning, and events such as Maths Week celebrate the joy and curiosity of mathematics.	<b>Home Learning Projects</b> Each half term, children deliver a presentation to their class on an aspect of their learning that they have pursued independently at home. These projects provide an opportunity for wider research in response to the child's own interests from across the curriculum.

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<b>Impact - how we know our teaching is making a difference</b>		
<p><b>Pupil Voice</b> Pupil voice is used to develop the Maths curriculum through the questioning of pupils' views and attitudes towards Maths.</p>	<p><b>Governor Voice</b> Regular meetings with subject leaders alongside classroom visits and discussions with school council and other children enable the governors to evaluate the impact of our Maths teaching and learning.</p>	<p><b>Assessing Developing Skills and Knowledge and Progress</b> The children's attainment and progress within a unit is assessed by means of informal teacher assessment during lessons, marking, book scrutiny as a teaching team and SLT, alongside planning scrutiny and lesson observations. End of unit assessments are used to plan next steps, and inform teachers of gaps to address. Formative assessments take place termly, and children in Years 2 and 6 complete End of Key Stage Assessments.</p>