The Curzon Church of England Primary School

Mathenatics At The Curzon

Intent

We believe that Mathematical knowledge and skills are essential in allowing children to explore patterns and formulate ideas about the world. Our maths' curriculum aspires to provide our children with a deep understanding of the fundamentals of mathematics, which will allow our learners to apply their skills in real-life context so they can think critically about world issues and to develop an awareness of the impact our own actions can have on others. Through using real-life data our children will be able to develop critical thinking around use, presentation and manipulation of data across a breadth of global issues, including: social justice and equity, sustainable development and power and governance. Furthermore, the learners will develop their understanding of diversity and identify by providing them with opportunities to consider the influence of different cultures on mathematics.

Therefore, our curriculum intent for maths subjects embraces our six core values. By the time that they leave The Curzon, our children will have had seven years of a maths curriculum that encourages them to think deeply about mathematics. Our children have a responsibility, through use of the White Rose scheme, to push and challenge themselves. Our curriculum promotes real-life context allowing children to have a respect for where they will need their mathematics as they grow into an ever-growing mathematical world. Moreover, through using real-life data, they will empathise with people across the world who are affected socially and economically. Our children are encouraged to self-challenge and use their initiative and resilience to solve problems and are expected to demonstrate integrity in the outcomes that they produce in order to explain and showcase their learning. They will embrace the importance of teamwork to collectively solve problems.

Our intent is to engage our children with these big ideas through use of the White Rose scheme, which applies the knowledge and skills from the National Curriculum. Also, our intent is to encompass maths within other STEM subjects.

Implementation

Maths is linked to various other subjects, such as history, Geography and Science, where children analyse real-life data, D&T and art, where children apply their knowledge of units of measurements. Furthermore, children take part in annual TTRS day where they apply that mathematical knowledge to global citizenship problem as well as NSPCC day.

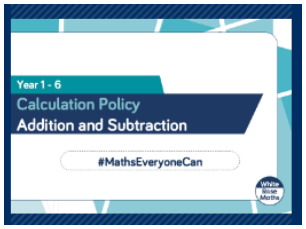
Resources

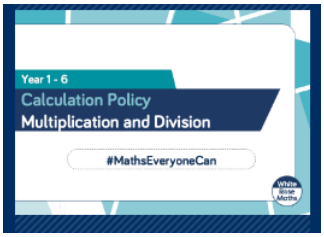
All lessons should be planned using the WR premium resources and follow the small steps. These may vary if a recap step session is needed.

Planning

Planning takes the form of slides and a weekly overview, which follows the lesson structure. White Rose Maths teaching slides are adapted to suit the school's lesson structure. The use of manipulatives objects is an integral part of the White Rose Maths scheme which incorporates the concrete – pictorial – abstract pedagogy:

Each classroom has its own supply of mathematical equipment, in line with our Maths calculation policies which are in line with the white Rose Calculation policies





Lesson Sequence

Teachers should explicitly model any new learning using various question with the teacher acting as the expert. This should be followed by a period of shared practice where children work in pairs. The teacher should act as the facilitator during this phase. Finally, when the teacher feels the children are at a level of adequate competency, the children should have a period of individual practice, where teacher support/assessed via live marking.

White Rose is our main resource for questions, how this scheme can be supplemented by the following resources. Furthermore, concrete materials, such as base 10, counters, cubes, to support and deepen children's understanding.

Inclusive Curriculum

All children, except for children who are working below standard, should work on the same step and work. Differentiation takes the form of support- with less able being provided with more concrete and pictorial examples by the teachers and Teaching Assistant.

All children should have opportunities to reason and solve. Children should be challenged with mathematically rich problems. They should not just be bigger numbers. To extend their reasoning understanding.

Impact

Evidencing should be done in maths books. All working out should by completed in the child's maths book E Evidence should come from the teacher's capturing learning moments via PHOTOGRAPHS.

Monitoring will take place termly through book looks, planning looks, lesson visits, pupil voice and a staff questionnaire. Feedback from this monitoring will be written and verbal In addition, the maths lead will analyse the assessment data termly from Insight The data analysis will then feed into pupil progress meetings with individual teachers.