



Our Lady of the Rosary Catholic Primary School

Curriculum Statement

Mathematics



“Children at the centre, children at the heart.”

“Those who cannot learn from mathematics are doomed to repeat it. Those who do not remember their past are condemned to repeat their mistakes. Those who do not read mathematics are doomed to repeat it. Those who fail to learn from the mistakes of their predecessors are destined to repeat them.” George Santayana

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 senior leadership team will:</p> <ul style="list-style-type: none"> • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality. 	<p>Our teaching sequence will be:</p> <ul style="list-style-type: none"> • ‘The Big Picture’ – setting the mathematics learning that is about to take place within the chronology of pupils maths learning and skill development to date. Starting with what the children know, understand, are able to do and able to say. • Review most recent learning in mathematics. • Specify key vocabulary to be used and its meaning • Specify mathematical skills to be used. • Provide opportunities for the children to work interactively • Provide opportunities for children to critically review their own work and that of others. • Individual reflection on the learning and mathematical skill compete using the correct skills development that has taken place. 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • 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 curriculum. • A progression of understanding, with appropriate vocabulary which supports and extends understanding • Confidence in discussing mathematics, their own work and identifying their own strengths and areas for development
<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as mathematicians. • Ensure an appropriate progression of mathematics skills and knowledge is in place over time so that pupils are supported to be the best mathematicians they can be, and challenge teachers to support struggling mathematicians and extend more competent ones. • Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning. 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> • Provide appropriate quality equipment for each area of the curriculum. • Have developed learning walls which include high quality WAGOLLS, including actual pieces of work and known mathematicians, and carefully chosen vocabulary, which are regularly updated. • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. • Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to develop wider understanding and underpin reading skills. 	<p>Displays around school and sketch books will show:</p> <ul style="list-style-type: none"> • Pupils have had opportunities for practice and refinement of skills. • A varied and engaging curriculum which develops a range of mathematical skills. • Developed and final pieces of work which showcase the skills learned. • Clear progression of skills in line with expectations set out in the progression grids. • That pupils, over time, develop a range of skills and techniques across all of the areas of the mathematics curriculum.

<ul style="list-style-type: none"> • Identify mathematicians who underpin specific areas of the curriculum and raise aspirations for pupils. • Keep up to date with current mathematics research and subject development through an appropriate subject body or professional group. 		
<p>The class teacher will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. 	<p>Our children will be:</p> <ul style="list-style-type: none"> • Engaged because they are challenged by the curriculum which they are provided with. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Able to critique their own work as a mathematician because they know how to be successful. • Safe and happy in mathematics lessons which give them opportunities to explore their own creative development. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses mathematical skills and knowledge • Develop mathematical skills and confidence over time because of careful planning, focused delivery and time to practise and hone skills. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Celebrate the successes of pupils through planned displays. • Collate appropriate evidence over time which evidences that pupils know more and remember more. • Monitor the standards in the subject to ensure the outcomes are at expected levels. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.