



Dartmoor
MULTI ACADEMY TRUST

Curriculum Statement for Mathematics

Our curriculum has four features:

- is ambitious for all pupils;
- is carefully and coherently planned and sequenced;
- is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities;
- is broad and balanced for all pupils

Intent

At Black Torrington C of E Primary School we believe that a quality Maths curriculum will develop children that are confident, numerate learners who are able to apply and use these skills in everyday life. Children will experience a deep, rich, rigorous and challenging mathematics education, rather than being accelerated through the school curriculum.

Our maths curriculum will build pupils' secure knowledge, skills and understanding of number so that they demonstrate fluency in calculating, solving problems and reasoning about number. We are committed to ensuring that children are able to recognise the importance of Maths in the wider world and that they are able to use their mathematical skills and knowledge confidently in their lives in a range of different contexts. We want to develop children's curiosity about the subject, as well as an appreciation of the beauty and power of Mathematics.

Implementation

These aims are embedded across our daily Maths lessons and the wider curriculum. We have a structured and progressive Maths curriculum where skills are revisited and developed further - planning for progression ensures that children consolidate and extend their skills regularly. Teachers adapt the White Rose Hub 'small steps' as appropriate to their classes and use the 'Rising Stars' programme to support mixed age classes. Our curriculum closely follows the aims of the National Curriculum for Maths 2014:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.
- Implementation also involves careful sequencing of mental and formal methods (see Calculation Policy) to ensure progression for all. Staff recognise and intervene in a focused way when children encounter difficulties; thus misconceptions do not impede the next steps in learning.

Maths is taught through a daily maths lesson alongside additional fluency activities (Tables Rock stars) There is an emphasis on the development of mental arithmetic and giving opportunities for pupils to use and apply mathematics in real life situations. Number and calculations make up much of the main focus of learning but in addition to this children work on shape and space and measures.

Pre Teaching of key skills is part of the intervention programme for some children; this enables participation in lessons and thus assigns confidence as a learner. Practical, hands-on experiences of using, comparing and calculating with numbers and quantities and the development of mental methods are of crucial importance in establishing the best mathematical start in the Early Years, Foundation Stage and Key Stage 1.

In the Foundation Stage, children follow the Early Years Foundation Stage Curriculum opportunities for number, calculation and shape, space and measures. Learning for these areas is through children's play and group activities inside and using the outside undercover space. Children are encouraged to use mathematical language so that they are able to explain their thinking using the correct vocabulary. Class teachers plan for opportunities to develop and apply key mathematical skills in other subjects throughout the year through the connected curriculum.

Impact
At Black Torrington C of E Primary School we have a supportive ethos and our approaches support the children in developing their collaborative and independent skills, as well as empathy and the need to recognise the achievement of others.

We ensure that all children experience challenge and success in Mathematics by developing a growth mind-set. Regular and ongoing assessment informs teaching, as well as intervention, to support and enable the success of each child. As a result we have a confident and enthusiastic community of mathematicians who can reason, problem solve and respond to challenge.

We strive to ensure that our children's attainment is in line or exceeds their potential when we consider the starting points of all our children. Children will make at least good progress in Maths from their last point of statutory assessment. The impact of our Maths curriculum will ensure our pupils are academically prepared for life beyond primary school and throughout their educational journey.

Inclusion Statement

We believe every child should be given the opportunity to be included in all aspects of school life. Adaptations will be made to curriculum, equipment, teaching style and to resources to allow access to Maths for all pupils, including those with SEND and for pupils who are exceptionally able. A broad range of teaching styles and where appropriate, interventions, are adopted to cater for diverse learning needs and to overcome potential barriers to learning for all.

Please refer to our Accessibility Plan for more information.

Marking and Feedback

Please refer to the Marking and Feedback Policy

Assessment

Teachers use a termly test to track attainment and progress. Moderation across Bradford, Black Torrington and Bridgerule is carried out (in house) in maths once per term. During the course of the year each year group then attends MAT moderation.

Teachers record assessments on Classroom Monitor using the Mark books for the National Curriculum.

Judgements against objections are:

- Code Judgement Weighting
- U Unassessed 0
- WTS Working Towards 0
- EWS Expected with support 0.5
- EXS Expected 0.9
- GDS Greater depth 1

Teachers and leaders can then consider the percentage of assessed that a child is demonstrating. Leaders analyse the data in Classroom Monitor once per term.

Links to policies:

Calculation Policy