

Maths Curriculum Intent, Implementation and Impact

Strategic intent

To develop a curriculum which develops lively, enquiring minds encouraging pupils to become self-motivated, confident and capable in order to solve problems that will become an integral part of their future.

The National Curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems
- **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.

Children deserve

- To be set appropriate learning challenges
- To be taught well and be given the opportunity to learn in ways that maximise the chances of success.
- To have adults working with them to tackle the specific barriers to progress they face.

Implementation

Content and Sequence

Long-term planning is deliberately spaced and includes opportunities to consolidate and rehearse for revision and over-learning of the content.

We believe mastery is achieved over time and through practice; this is reflected in the design of our maths curriculum.

Within each aspect, children have the opportunity to *acquire/refine, practise/apply*, and *extend/deepen* their learning. Each level of challenge builds on prior learning and extends thinking. Component steps are intentionally planned so learning is cumulative, to give all children the opportunity for deliberate practice and the tools to reach a greater depth standard when appropriate.

Teaching and Learning, Assessment and Feedback

Starting points are identified through accurate teacher assessment and/or prior learning.

The intended learning is always the focus of actions in the classroom. Activities and resources are carefully chosen and deliberately designed to focus effort towards practising the learning intentions.

Target books are used to personalise individual steps for learning.

Feedback is given in response to timely and continuous formative assessment in every lesson. Teachers use a range of formative assessment tools, including questions and observations to gauge children's level of understanding and knowledge. This is used to either offer support and scaffolds, or to give opportunities for greater challenge to deepen learning. Feedback is given in line with our feedback policy, including *Green Pen Work* to check, consolidate or challenge.

Starter and plenary activities allow children to become secure within their knowledge and skills. These are useful assessment opportunities: feedback is given to groups or the whole class as identified. Activities are used to revise previous content and address misconceptions as identified through observing children's work and responses.

Impact

2017				2018				2019			
KS1		KS2		KS1		KS2		KS1		KS2	
		Progress				Progress				Progress	
		2				0.2				-1.2	
EXS (%)	GDS (%)	EXS (%)	GDS (%)	EXS (%)	GDS (%)	EXS (%)	GDS (%)	EXS (%)	GDS (%)	EXS (%)	GDS (%)
84	21	85	20	81	19	80	25	83	28	81	29

No ceiling is placed on any learner: teaching groups are flexible and adapted according to emerging learning needs and the level of support that is needed to enable all children to access the right curriculum content for their learning. Children speak positively about the ability to drive their learning through self-assessment and the opportunities they have for extra practice time or additional challenge that the learning journey affords them.

Nearly all children leave Hanging Heaton CE (VC) J&I School having achieved at least the expected standard and as confident mathematicians, ready to take on the next stage in their education. High numbers achieve a greater depth within the standard.

SEND children make at least expected progress and reach their attainment targets.

Disadvantaged children make progress that is in line with their peers.

Children leave Hanging Heaton VC (CE) J&I School as confident, capable mathematicians and with a positive attitude towards maths.