Curriculum Statement for Maths

Mission statement ***Guided by the teachings of the Church we pray, work, celebrate, and care for each other and other people using the gifts we have been given by the God the Father, Son and Spirit.***		
Curriculum Design Statement At St Wilfrid's, we recognise that mathematics is an important life skill as well as fundamental to the vast majority of career pathways. Therefore we provide a high-quality mathematical education which will ensure children move to the next stage of their education being numerate, confident and well-equipped. Through quality first teaching, with our primary aim being mastery of the curriculum for all children, we aim to unlock children's potential in maths and make it a fun, engaging subject which is accessible to all.		
Intent	**Implementation**	**Impact**
The thinking skills inherent in the maths curriculum should inspire and enable learners to be innovative, creative, critical and analytical learners. At St Wilfrid's, we want pupils fluent in the fundamentals of mathematics, to be able to reason and to solve problems. Our curriculum embraces these National Curriculum aims, and provides guidance to help pupils to become: **Visualisers** – we use the CPA approach to help pupils understand mathematics and to make connections between different representations **Describers** – we place great emphasis on mathematical language and questioning so pupils can discuss the mathematics they are doing, and so support them to take ideas further. **Experimenters** – as well as being fluent mathematicians, we want pupils to love and learn more about mathematics.	Subject expertise allows the intentions of our mathematics curriculum to be executed successfully. As subject leader, I have been credited as a NCTEM PD lead and have worked closely with the Cental Maths Hub. Faye Glendinning, our Local Maths Lead, worked alongside our school for two years. She supported teaching and learning and assisted us in further developing Mastery Maths. She visited our school each half term, reviewing our targets and setting new goals. Currently, we are working alongside the NCTEM, delivering their Mastering Number Programme to our Rec, Y1 and Y2 children. This programme aims to develop number fluency and flexibility. We aim for all children to be able to recall their number facts with automaticity. The teachers on this programme have received 3 training sessions and are part of an online community sharing good practise. Each term, the teachers evaluate the progress made by the children CPD is vital in mathematics. All of our teachers are signed up to the NCTEM website, this site has a wealth of training materials including wider reading, teaching videos and lesson plans. I have led several staff meetings for professional development, the latest having been in Spring term. This staff meeting shared the aims of the Mastering number programme and shared the successes of our TTRS whole school competition. It is important to share our successes and our aims so that all staff know "why" we're doing what we're doing and what	The impact of our mathematics curriculum is that children understand the relevance of what they are learning in relation to real world concepts. We have fostered an environment where Maths is fun and it is OK to be 'wrong' because the journey to finding an answer is most important. Our children have a growth mindset and they make measurable progression against their own targets. Our maths books are packed with a range of activities showing evidence of fluency, reasoning and problem solving. Our feedback and interventions are supporting children to strive to be the best mathematicians they can be ensuring a greater proportion of children are on track.

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At St Wilfrid's our intent for mathematics is to teach a rich, balanced and progressive curriculum using Maths to reason, problem solve and develop fluent conceptual understanding in each area. Teachers and governors are kept regularly informed of developments in our frequently reviewed curriculum. During our Maths lessons, teachers work as faciliators, guiding children in their thinking. Pupils are given opportunities to discuss their strategies, explain their findings and identify number patterns. Our curriculum allows children to better make sense of the world around them relating the pattern between mathematics and everyday life. Our policies, resources and schemes support our vision e.g. our calculations policy, White Rose resources, PowerMaths, I See Reasoning, White Rose Maths and NCETM Teaching for Mastery. The mapping of Mathematics across school shows clear progression in line with age related expectations. Units of work are carefully sequenced ensuring that children are equipped with the skills that they need to succeed in future learning.	impact it will have. Resources and equipment are audited and up to date. Our resources allow us to better use model, concrete resources and images to support learning in each area. Children are familiar with these and able to access them independently where needed also supporting learning in different contexts. Staff have several materials to refer to for short-term planning including White Rose, Power Maths, I See Reasoning and NCETM Teaching for Mastery – these are used across KS1 and KS2 allowing children to be exposed to a variety of different types of learning and problems. Teachers also implement the schools agreed calculations policy for progression in written and mental calculations. Children are given opportunity to reason and solve problems in every maths lesson. Our lessons cover fluency, reasoning and problem solving. Each of these are intertwined and covered during the teaching input. Our Power Maths teacher workbooks identify what has come next and what is coming after so that teachers know where each unit of work slots into the wider picture. Our teacher workbooks share key vocabulary for each lesson and identifies common misconceptions so these can be specifically addressed during the teaching input. Parents are informed of and encouraged to be involved in our school mathematics implementation through maths homework, TT Rockstars challenges, parent's evenings and yearly reports. Teachers are also all available for parents to speak to both before and after school. Teachers develop fluency through practicing key skills, repeating, reinforcing and revising which is all built in to formal planning across school. Each class completes the "flashback four" or "fluent in five" as a morning activity. This gives time for children to revise prior learning and allows teachers to identify gaps in learning or misconceptions.	Our school standards are high, we moderate our books both internally and externally and children are achieving well.

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	After working with our Local Maths Hub we changed our Feedback policy. We provide instant verbal feedback to children as this Is proven to have the greatest impact. Maths talk is fundamental in our classrooms, we want the children to be fully immersed in maths. Sharing ideas, discussing their working out, identifying the most efficient strategies. Children work both collaboratively and independently solving problems, which require them to persevere and develop resilience.	