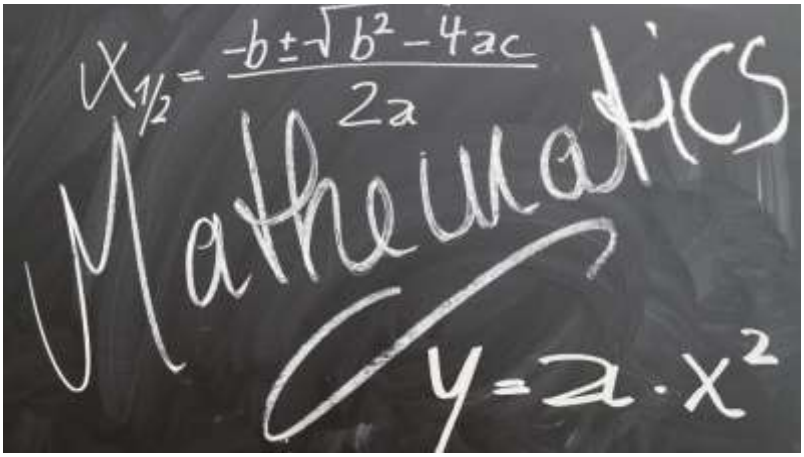
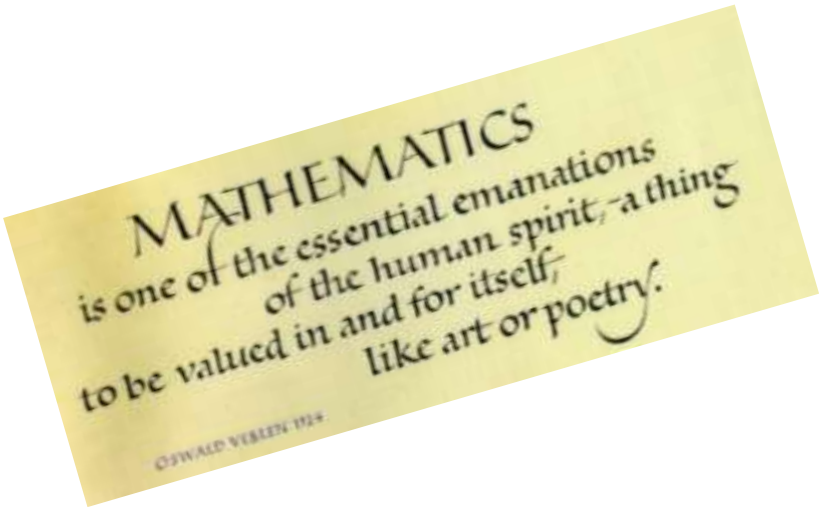
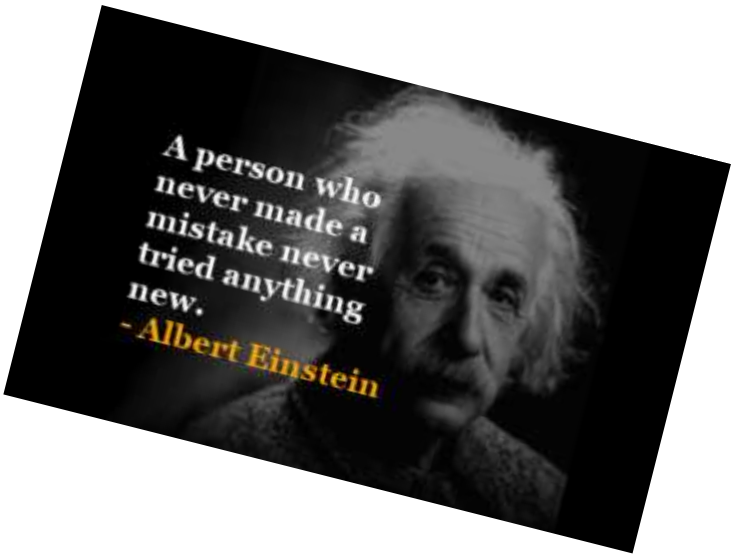
Sir John Offley CE VC Primary School

'With God all things are possible.'

Curriculum Intent, Implementation and Impact







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Curriculum Intent, Implementation and Impact

Statement of Intent

At Sir John Offley the intent of our mathematics curriculum is to design a curriculum, which is accessible to all and will maximise the development of every child's ability and academic achievement. We deliver lessons that are creative and engaging. We want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. We intend for our pupils to be able to apply their mathematical knowledge to science and other subjects. We want children to realise that mathematics has been developed over centuries, providing the solution to some of history's most intriguing problems. We want them to know that it is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. As our pupils progress, we intend for our pupils to be able to understand the world, have the ability to reason mathematically, have an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

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, Power Maths, Mastery Number, White Rose Maths and NCETM Teaching for Mastery.

The mapping of Mathematics across school shows clear progression in line with age related expectations. Pupils are challenged and we believe in a child led approach whereby pupils can take ownership of their learning, choosing their own level of task whilst those who are identified as SEND or underachieving are supported completely, revisiting learning where needed.

Mathematics in our school is enhanced by our individual class working walls designed to aid children through each theme and through our TT Rockstars individual competitions.

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Implementation

Subject expertise allows the intentions of our mathematics curriculum to be executed successfully. As subject leader, I have ten years' experience in the role and have taught year six for seven of those years. This has allowed me to gain an excellent knowledge of the expectations of the curriculum. CPD is important in maths and all staff are being encouraged to raise any issues they have within mathematics in order to ensure everyone is confident in what they teach. Good practice is always shared between staff and all CPD is used to inform teaching and learning across school.
I have led several staff meetings for professional development. Resources and equipment are audited and up to date. Our resources allow us to better use models 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 from Power Maths, White Rose Maths, Mastering Number and NCETM Teaching for Mastery – these are used across EYFS, 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. Our year group White Rose assessments help teachers to gather an understanding of their pupil's existing understanding of topics. Formative assessment is incredibly important at Sir John Offley where we focus on challenge questions, analysis of learning, extension work, mini plenaries and discussion with peers. There is coherent progression seen in planning within each unit and activities in EYFS develop knowledge and skills of key learning.
Mathematical vocabulary is explicitly displayed within each class working wall – this is discussed with children who are encouraged to use it independently. Children are given opportunity to reason and solve problems regularly; learning is varied and allows for deep and secure understanding. Both greater depth and developing learners are given small group, 1-2-1 and/or timetabled intervention in order to ensure every child is reaching their full mathematical potential. Parents are informed of and encouraged to be involved in our school mathematics implementation through open mornings, 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. Children are given time to practice and perfect their calculation strategies including giving pupils opportunity to

make appropriate decisions when estimating, calculating and evaluating the effectiveness of their chosen methods. Feedback at the point of learning is designed to ensure pupils are well informed and making visible progress.
Discussion is essential to our learning, task types are varied to suit different pupils and their learning preferences whilst reasoning in writing remains one of our key focuses. Investigative tasks are designed to allow pupils to follow lines of enquiry and develop their own ideas, justifying and proving their answers. Children work both collaboratively and independently solving problems, which require them to persevere and develop resilience.

Impact

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 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.
Children 'have a go' and choose the equipment they need to help them to learn along with the strategies they think are best suited to each problem. Children are developing skills in being articulate and are able to verbally, pictorially and in written form reason well.
Our school expectations are high, we moderate our books both internally and externally and children are achieving well.