

St Thomas More Catholic Primary School Curriculum Statement

MATHEMATICS

A community working through prayer, celebration and learning, to achieve excellence.

Intent	Implementation	Impact
<p>What will take place before teaching in the classroom?</p>	<p>What will take place before teaching in the classroom?</p>	<p>What will take place before teaching in the classroom?</p>
<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. • Support curriculum leaders and teachers in selection of appropriate schemes if applicable to ensure effective teaching. 	<p>Our typical teaching sequence will be:</p> <ul style="list-style-type: none"> • Review Prior learning. • Exploring new context through practical or pictorial representation. Children have time to manipulate resources and make links between prior learning and new concepts. • Teachers model strategies and question children's understanding. Repetition of modelling. Children to then practise strategies alongside modelling. • Children to practise strategies with the opportunity to ask for support and clarification. • Children to explore concepts in unfamiliar settings - with the expectation to apply what they already know. • Teachers to revisit previously taught skills at a later date. 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • A secure understanding of the key techniques and methods for each key area of the programme • A progression of understanding, with appropriate programme vocabulary which enables learning • Confidence when discussing the key skills that they have been taught. • Key stage 1 will demonstrate confidence in number bonds to numbers within 10. • Key Stage 2 will demonstrate confidence in number bonds to 20 and 100, as well as their times tables. • enjoyment and regular use of Mathletics and TTRockstars.
<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 skills is in place which supports pupils in knowing more and remembering more phonic knowledge and develops them as readers and writers • 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 pupils and extend more competent ones. 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> • Provide appropriate quality equipment for each area of the curriculum. • Resources (physical and pictorial) to be available and encouraged for children to use independently. • Working walls to support strategies and provide key vocabulary. • Be rich in mathematical language, from the adults as well as the children - between adults and children, and child to child. • ICT to engage and embed mathematical skills. 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> • Pupils have had opportunities for practice and refinement of skills. • a range of opportunity for fluency, problem solving and reasoning. • a range of opportunities to revisit prior learning. • a consistent approach to the delivery and implementation of calculations for pupils; built on from the previous strategies taught.
<p>The class teacher, and other staff responsible for delivery of the programme, will, with support from the curriculum leader:</p>	<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. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Celebrate the successes of pupils through planned displays and on the spot recognition.

<ul style="list-style-type: none">● Review the carefully planned structures of learning to ensure they meet the needs of all pupils in their groups● 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.● Attend all relevant training to ensure that they continually strive to deliver the very best mathematics teaching.● Talk with confidence about problem solving and fluency.	<ul style="list-style-type: none">● Resilient learners who overcome barriers and understand their own strengths and areas for development.● Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on mathematical knowledge● Develop mathematical skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills.	<ul style="list-style-type: none">● 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.● Ensure assessment is completed fairly, accurately and in a timely fashion to ensure that all pupils continue to be challenged and supported as they need.● Identify areas for further staff development through regular monitoring and provide ongoing professional development to ensure excellence in practice.
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