



Curriculum Statement for Mathematics

Mission statement

Learning together hand in hand with our friend Jesus.

Intent	Implementation	Impact
<p>At St Mary and St Michael 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.</p> <p>Our curriculum allows children to better make sense of the world around them relating the pattern between mathematics and everyday life. Cross curricular links are made to other subjects where possible.</p> <p>The vision for mathematics in our school embraces the aims and content of the National Curriculum and we do this by following the 'Can Do Maths' approach to the teaching of mathematics. Adopting a growth mind-set is at the heart of the 'Can Do Maths' approach including the use of 'yet' and knowing that making mistakes is an essential part of learning. Parents, teachers and the media thinking it's acceptable to use phrases such as 'Don't worry, I can't do maths', 'Maths is too hard', etc. all contribute to learners feeling that they 'can't do' maths.</p> <p>During lessons, mathematical ideas are discussed and reasoned and not passively 'received' by pupils.</p> <p>Tasks are deliberately designed to encourage pupils to describe, explain, justify, convince and/or prove.</p> <p>The mapping of Mathematics across school shows clear progression in line with age related expectations.</p> <p>Mathematical vocabulary is explicitly taught and used.</p>	<p>At St Mary and St Michael we follow the Can do Maths approach to the teaching of Mathematics.</p> <p>Our daily teaching focuses on developing secure and deep mathematical understanding. The "Can Do Maths" approach includes the use of practical resources and pictorial representations that support the learning and memorisation of mathematical concepts. Every lesson allows our children to demonstrate, secure and deepen their understanding of mathematical concepts.</p> <p>The 'Mathematics Timetable' prioritises additional curriculum time beyond the mathematics lesson in the form of a daily 'Maths On Track' (MOT) Meeting – to support deliberate practice, consolidation, pre-teach and/or immediate intervention.</p> <p>Pupils' difficulties and misconceptions are identified through immediate formative and periodic summative assessment.</p> <p>Pupils' difficulties and misconceptions are addressed with rapid intervention within the lesson through live marking.</p> <p>Rapid recall of multiplication facts is regularly tested in years 2-6 in order to improve fluency.</p>	<p>Our maths books show a range of activities of fluency, reasoning and problem solving tasks. Our feedback and interventions are supporting children to strive to be the best mathematicians they can be- aiming for an increasing proportion of children to be on track.</p> <p>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 to verbally, pictorially and in written form.</p> <p>Maths learning is assessed and evaluated at the end of each unit.</p> <p>At each stage, all pupils develop secure and deep understanding of mathematical concepts with sustainable foundations ready to be built on in the next stage of education.</p>