



Maths Curriculum

Intent, Implementation, Impact



Intent

The national curriculum for Maths aims to ensure that all children become fluent, reason mathematically and solve problems (2014). At Hazelbury Bryan these skills are embedded in Maths lessons and developed consistently over time. We want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. We are committed to ensuring that children are able to recognise the importance of Maths in the wider world and that they are also able to use their mathematical skills and knowledge confidently in their lives in a range of different contexts. At Hazelbury Bryan we foster positive can-do attitudes and we promote the fact that 'We can all do maths!' We believe all children can achieve in mathematics, and teach for secure and deep understanding of mathematical concepts through manageable steps. Mathematical talk is a key part of learning. Children at Hazelbury Bryan will explore Maths in depth, using mathematical vocabulary to reason and explain their workings. A wide range of Mathematical resources are used and pupils are taught to represent ideas using concrete resources before establishing ways of pictorially and formally representing their understanding. We encourage our children to be resilient and we use mistakes and misconceptions as an essential part of learning. Children will spend time becoming true masters of content, applying and being creative with new knowledge in multiple ways. Above all we want children to have a sense of enjoyment and curiosity about Maths.

Implementation

To ensure whole consistency and progression at Hazelbury Bryan we utilise White Rose Maths Hub, which also supports progress for mixed year groups. New concepts are shared within the context of an initial related problem, which children are able to discuss in pairs. This initial problem solving activity prompts discussion and reasoning. Problems are often presented with objects (concrete manipulatives) for children to use. Teachers use careful questions to draw out children's discussions and their reasoning. The class teacher then leads children through strategies for solving the problem, including those already discussed and children are allowed to practice concepts with guidance. Independent work provides the means for all children to develop their fluency further, before progressing to more complex related problems. Mathematical topics are taught in blocks, to enable the achievement of 'mastery' over time. Children will learn key vocabulary associated with each block of learning and this will be revisited regularly through basic skills and linked units. Each lesson phase provides the means to achieve greater depth, with more able children being offered rich and sophisticated problems, as well as exploratory, investigative tasks within the lesson as appropriate. The progress of all children, including SEND and disadvantaged children is closely monitored and the curriculum and subsequent interventions are designed to ensure gaps are closed. Mathematical concepts are revisited over time to build fluency.

Impact

Our Maths curriculum is a high quality mastery programme that is well thought out and planned to demonstrate progression. We measure the impact of our curriculum through the following methods:

- Termly assessments leading to completion of the NFER analysis tool to identify gaps in learning. The Maths lead reviews data regularly.
- Weekly basic skills checks
- Regular book scrutinies and discussions with children completed by Maths Lead.
- Learning walks and lesson observations completed by Maths Lead and SLT.
- Review of statutory assessment data - KS2 SATs, KS1 SATs, Early Years data and Times Tables check (Maths Lead)

