**Mathematics Curriculum**

**Intent, Implementation and Impact**

At St Thomas More Primary School we value each child as an individual with a unique potential for learning. We strive to be an inclusive community where children grow, learn and achieve together in the presence of God. With a culture of equality we aim to ensure that every child believes in themselves and are empowered to aim high. All that we do in school is underpinned by our values: Unity, Humility, Respect, Determination, and Fairness. We link these to our British Values and they are the key drivers for our curriculum intent. Our ethos is set to remind our pupils to be proud of their achievements, encourage them to want to achieve high standards and supports our relational approach to behaviour and promote the formation of the complete person.

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| **Intent** | **Implementation** | **Impact** |
| |  |  | | --- | --- | | At St Thomas More our intent is to develop our pupil’s ability to reason mathematically, problem solve and develop procedural fluency and conceptual understanding in each strand of the curriculum.  To achieve our intent, we provide a rich, balanced and progressive curriculum which caters for the needs of all pupils through varied and high quality activities. Pupils are required to explore maths in depth, using mathematical vocabulary to reason and explain their workings. We constantly challenge children to do what they think they cannot, enabling them to show determination and resilience.  At the core of our maths curriculum is the concrete, pictorial and abstract approach to maths. They are taught and encouraged to explain their choice of methods and develop their mathematical reasoning skills.   |  | | --- | |  | | | Our maths teaching across the school places emphasis upon a mastery approach. This approach seeks to build flexible learners with a depth of understanding that allows them to access a range of problems that are presented in a variety of formats.  The principles and features that characterise our approach are:   * An expectation that all children are capable of achieving high standards in maths. * That the large majority of children progress through the curriculum content at the same pace. * Scaffolding is achieved by emphasising deep knowledge, challenge activities and through individual support and intervention. * Teaching is supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge. * Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts. * Teachers use precise questioning in class to test conceptual and procedural knowledge, and assess children regularly to identify those requiring intervention so that all children keep up. * Sessions to boost core maths knowledge and skills in addition to main maths lessons enable continuous provision and consolidation to close the gaps in attainment   Lesson approach and teaching methods.  In order to develop mastery, maths teaching at St Thomas More utilises the CPA (concrete, pictorial and abstract) approach. When introducing new concepts children are given the opportunity to use concrete objects to model problems. This then moves on to children being able to represent these objects pictorially which encourages them to make a mental connection between the physical object and abstract levels of understanding. Finally, children are then able to understand and represent mathematical concepts in an abstract way where symbols are then used to model problems. These three stages however are not linear. Teachers will often go back and forth between each representation or model them alongside each other to reinforce concepts.  In Early years foundation stage, we relate the mathematical aspects of the children’s work to the Development Matters statements and the Early Learning Goals, as set out in the EYFS profile document. Mathematics development involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers; calculating simple addition and subtraction problems; and describing shapes, space, and measures. Children will develop their understanding through planned, purposeful play and through a mix of adult-led and child-initiated activity.  EYFS, KS1 and KS2 combine planning and activity ideas from a range of sources with a priority focus on White Rose. Children are able to independently apply their knowledge to a range of increasingly complex problems. | Maths lessons are engaging and becoming better resourced with the pupils acknowledging that the journey to finding an answer is most important factor. Our children are resilient and they make measurable progress against the National Curriculum objectives.  Children are keen to attempt a range of problems and are becoming more independent in choosing the equipment they need to help them to learn, along with the strategies they think are best suited to each scenario.  Children are developing skills in being articulate and are able to reason verbally, pictorially and in written form.  Well-planned sequences of learning support pupils to develop and refine their maths skills.  End of year and key stage attainment is well above national (93%), with progress also above national (+3) |