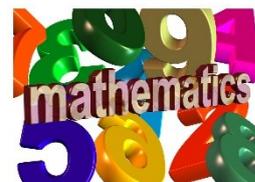


## Mathematics Curriculum Statement

### Intent

At St Chad's our intent for mathematics is to teach in an enjoyable and applicable way, focusing on fluency before introducing problem solving and reasoning. Teachers are supported in their own personal delivery of our updated maths curriculum, ensuring lessons are kept child focused and enjoyable, whilst covering the broad curriculum.



Our curriculum allows children to explore different mathematical problems and relate them to everyday life. Our policies, resources and schemes support our vision, ensuring all children tackle maths in a concrete, pictorial and abstract way.

The mapping of mathematics across school shows clear progression between year groups, in line with the age-related expectations. Our child-led approach allows children to take ownership of their learning, choosing their own level of challenge, whilst SEND or underachieving learners are supported in their choices or recap learning where necessary through class-based support or additional interventions.

At St. Chad's Catholic Primary School, children are aware of the importance of mathematics in everyday life. We intend our children to:

- Enjoy learning maths
- Be confident in their number fluency
- Apply their confidence to reason
- Apply their confidence to solve problems
- Develop resilience

### Implementation

Subject expertise allows the intention of our Maths curriculum to be executed successfully. Differentiated activities are common place in lessons across school and children are encouraged to challenge themselves ('aim high') whenever they can. Resources have been purchased to aid all year groups' use of concrete objects to support learning.

Maths lessons are taught daily as a discreet lesson at St. Chad's. Children are encouraged to learn to use a range of manipulatives, which support a concrete, pictorial and abstract approach, guiding them through their understanding of mathematical processes. Our expectation is that all children can achieve the learning objective within a maths lesson, and therefore we teach at a whole class level. Lessons start with consolidation of previous learning, and also offer an opportunity to pre-teach key concepts to small groups of children who may need it. Timely intervention is provided by the class teacher or class teaching assistant to address any misconceptions or gaps in understanding to enable children to confidently progress towards their next lesson. More confident mathematicians are

challenged to show their mastery of maths concepts through investigations and problem-solving tasks.

The end goal and expectation are for all pupils is to have acquired the fundamental facts and concepts of maths for their year or key stage. At this point they are ready to move confidently on to their next stage of maths.

### **Intended Impact**

At St. Chad's Catholic Primary School, we will see success in Mathematics through children who:

Are engaged in and enjoying Mathematics lessons

Pupils who are confident in approaching a wide range of problems and in using mathematical language correctly

Pupils who are accessing a wide range of challenge and able to reason more using the correct vocabulary.

Pupils who are applying their taught mathematics skills in a range of new concepts

Regular monitoring, training, and coaching takes place across the school ensures that those consistent approaches are being used in all year groups to best support progression.