

Primary Maths: Curriculum Intent, Implementation and Impact

Intent

In the Primary phase, we endeavor to design, develop, and deliver a curriculum which will build strong Mathematical foundations from an early age, encouraging children to develop into enthusiastic, successful, and confident Mathematicians. Not only do we have high expectations that children should be fluent in the fundamentals of Mathematics, but we believe that they should be encouraged to develop into critical thinkers and problem solvers. By the time the children leave the Primary phase, they are fully prepared for the demands of the Key Stage 3 curriculum, while also appreciating the importance of mathematical skills beyond the classroom, establishing a life-long positive relationships with Maths.

Implementation

In the Primary phase, children's daily Mathematics lessons follow the White Rose scheme of work which is underpinned by a mastery-based approach, promoting success for all learners. We strongly believe that children should be provided the opportunity to flourish in Maths; we aim to provide this through carefully planned lessons which scaffold learners where appropriate. Progressing from using concrete manipulatives and pictorial representations, children become fully prepared to learn and understanding abstract concepts. This consistent approach, from EYFS to Year 7, provides every child the opportunity to develop their self-confidence when tackling increasingly difficult concepts, allowing them to feel successful and proud each lesson. From Year 2 to Year 6, Children's independent work is completed through three separate slips, which become increasingly difficult. Each slip contains a challenge task so that every child feels challenged within a lesson. Additionally, each lesson begins with a *tough ten*: ten arithmetic questions to keep practising key skills. Outside of Maths lessons, we encourage children to learn their 'fluency facts', ensuring they are secure in fundamental mathematical knowledge. Emphasis in Lower Key Stage 2 is placed on automatically recalling Multiplication and Division facts so that, by the time children reach Year 5, they can apply these facts to various concepts with ease.

Impact

In the Primary phase, we know that our curriculum is having a positive impact when children:

- are enthusiastic learners who speak positively about Maths through pupil voice and classrooms discussions
- talk articulately about what they are learning using mathematical language
- can quickly recall key mathematical facts, including times tables. Rehearsal of these key facts is tracked half-termly to ensure progress
- can independently apply the concept there are learning to solve problems in a variety of contexts
- show resilience and determination when faced with problems to solve; they believe they can achieve
- perform well on their arithmetic tests: this is assessed termly through NfER tests in Years 1,3,4 and 5 and more regular assessment in Year 2 and 6

A balance of formal assessment, low stakes quizzes and retrieval practice enables teachers to identify whether children are on track to achieve. If they are not, we provide purposeful feedback and interventions to ensure that a high proportion of children are on track or above their targets. At the end of Year 2 and Year 6, our children sit the Standard Assessment Tests. A vast majority of our pupils achieve well in these tests; we aim for our performance in these measures to be in-line with the figures nationally.

