| **Intent, Implementation and Impact for Maths** |
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| **Intent:**  The national curriculum has informed the content for our maths curriculum however, we follow the Maths No Problem scheme of work which follows the Singapore Maths approach to learning which provides a real-life aspect to problem solving in every lesson. We have developed a concrete, pictorial and abstract approach to our maths curriculum to enable all learners to access each lesson in their own way and encourage independent learners.  **Our Aims:**   * **Become fluent in the fundamentals of mathematics.** * **Develop conceptual understanding and the ability to recall and apply knowledge rapidly.** * **Be able to reason and problem solve by applying mathematics to a variety of increasingly complex problems.** * **Develop early number skills in EYFS.** * **Build upon children’s knowledge and understanding from year 1 to year 6.** * **Develop resilience that enables all children to reason and problem solve with increased confidence and enable all learners to flourish.**   **Our Objectives:**   * Promote spiritual, moral, cultural, mental and physical development of all pupils. Develop high standards of discipline, social awareness and consideration for others. Encourage all children to take responsibility for their actions and choices. * Subject leader has a clear understanding of the Maths No Problem syllabus and the understanding that ensures that the curriculum meets national requirements or is better. The subject leader ensures that all teachers are aware of expectations for their own year groups and know starting and end points; enable pupils to build their knowledge and skills towards the agreed end points. * Ensure that teachers provide progressions and sequential learning throughout the school, where children can build upon previous knowledge. This includes considering how the intended curriculum will address social disadvantage by addressing gaps in pupils’ knowledge and skills. * The subject leader ensures the content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills * Subject lead has ensured colleagues have access to appropriate resources to ensure delivery of a rich and challenging new curriculum. |
| We follow the Maths No Problem sequencing of content to develop pupils’ knowledge, skills and understanding progressively. We assess data termly for each class to assess what extra support may be needed. Insights - a new assessment tool specifically designed for Maths No Problem is used at the end of each half year, this is used to help establish where each individual child is in their learning and where gaps in learning are beginning to develop so that early intervention can be put in place. Further assessment of Collins White Rose tests are used as an assessment tool each term to be used as a guide to help form teacher assessment. Pupil voice is also important to establish how pupils feel about the curriculum and how it is being taught.  Our maths curriculum is based on findings by the North West Teaching hub and the Maths No Problem Syllabus, which is based on the model developed in Singapore. It is founded on the learning theories of Piaget, Bruner and Vygotsky co-authored by Dr Yaep Ban Har- a world renowned expert in Singapore Maths teaching. It is fully aligned with the 2014 English national curriculum for maths and adopts a ‘mastery’ approach to learning. We feel the Singapore Maths approach enhanced the national curriculum through its daily real life learning focus and the verbal discussion of reasoning it creates. Our curriculum is inclusive to all learners by allowing them to learn through discussion, explorative methods and context in learning.  We value real life learning links and experiences and we believe that God helps us to grow especially through challenges. Therefore each lesson develops their mathematical understanding based on a real life problem. We allow the children to drive the maths lessons forward and think for themselves how to answer a maths problem- promoting independence. A love of learning is above all what our maths curriculum endeavours to achieve, and with the Singapore Maths approach, it enables all learners to access their lessons in their own way- building confidence and resilience which enables each of our children to be lifelong learners. |
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| **Implementation:**   * Aim to deliver a curriculum that inspires enthusiasm for learning, where teachers have good subject knowledge of Maths and that an environment is created to allow children to focus and enjoy learning. Activities must provide fully for the needs of all pupils. * Each year group is taught the core skills and the children master them, such as: number and Place value, four operations, fractions, decimals and percentages, measure, statistics and geometry. Extra topic areas are integrated into classes as children progress through Key Stage 2 and have developed their skills, for example algebra and ratio. Each pupil should be developing their enquiry, problem solving and number skills throughout the year. * Through rigorous monitoring of the subject, the leader is confident that teaching within the subject is strong and promotes the acquisition of key knowledge, building on prior learning; through observations, work scrutiny and pupil discussions * The subject leader ensures they provide appropriate CPD, providing updates on the national curriculum and changes to schemes of work, particularly in line with the syllabus and leading professional development, providing guidance and support to colleagues. * The subject leader will oversee assessment and will use it well to see how teachers check understanding, inform future teaching, ensure yearly end points have been achieved. We follow the national curriculum sequencing of content to develop pupils’ knowledge, skills and understanding progressively through the year groups. Teachers then use Target Tracker to ensure all objectives have been taught for that year group and any misconceptions/gaps can be addressed. * Daily teaching of maths is non-negotiable with the addition of daily practise to be included into daily maths lessons (where appropriate). * The subject leader ensures they are making best use of financial and human resources to impact on standards. * The subject leader, alongside the support of the NCTEM will continually review the schemes of work and the other long-term planning. |
| **Impact:**   * The delivery of Maths at Bridgemere allows all children to develop a deep mathematical understanding of numbers and real life context. * That children will be ready to succeed in each area of Maths to ensure they are ready for the next stage in their learning. * Through close monitoring, the effectiveness of teaching has a positive impact on learning and standards. * The subject lead has an evidence file showing first-hand evidence of how pupils are doing, drawing together evidence from the interviews, observations, work scrutinies and documentary review * The subject lead has successfully evaluated and summarised all aspects of the subject to define next steps for improvement from their action plan. |