



MATHS CURRICULUM INTENT

At Bishop's Itchington we recognise that mathematics is essential to everyday life. We want our children to leave school as competent and confident mathematicians. Independent, reflective thinkers, whose skills not only liberate them in maths but also support them across the curriculum.

We aim to provide a high-quality mathematics education with a mastery approach so that all children:

- become fluent in the fundamentals of maths
- reason mathematically
- can solve problems by applying their mathematics
- enjoy learning and are enthusiastic about maths

We intend to provide a curriculum that caters for the needs of all individuals. A wide range of mathematical resources are used, and pupils are taught to show their workings in a concrete fashion before establishing ways of pictorially and formally representing their understanding. Pupils are required to explore maths in depth, using mathematical vocabulary to reason and explain their workings. We encourage resilience and acceptance that struggle is often a necessary step in learning. We provide plenty of opportunities for mathematics to be applied in 'real life' contexts.

In EYFS we will ensure a mathematics enabling environment. All children will access carefully planned learning opportunities relating to number, shape, space and measures. Children will recognise numbers represented in different visual representations. They will be introduced to tens frames, part-whole models and Base10. They will begin to record simple calculations pictorially. Children will be introduced to mathematical language and they will start to use this in their own explanations. Children will practice their counting regularly as part of a counting circle. They will be given opportunities to apply their knowledge to problem solving and to come up with problems of their own.

IMPLEMENTATION

At Bishops Itchington we follow the White Rose schemes of learning and plan using the small step guidance. As part of this process, teachers plan the following for mathematics lessons:

- Precise questioning to test conceptual and procedural knowledge and address misconceptions.
- How and when manipulatives will be used, within a small step, to scaffold learning.
- Tasks and challenge questions so that children can apply and deepen their learning and mathematical reasoning.
- Opportunities for same day intervention (during assembly times) to address any misconceptions.

IMPACT

We measure the impact of our mathematics curriculum through the following methods:

- Formative assessment – observations and marking books informs our planning and allows us to identify children that need ‘same day intervention’
- Summative assessment – end of unit and end of term White Rose assessments; PIXL assessments (Y2-6). Allows us to track progress.
- Monitoring – book trawls, lesson observations, learning walks and pupil discussions about their learning.
- Moderation – discussion around where children are. Working towards, meeting or exceeding national expectations. Using grids of objectives agreed by all Stowe Valley MAT primary schools.