

Maths Intent Statement

Intent

At Silverdale Primary Academy, we have adopted a maths mastery approach for the teaching of mathematics. Underpinning this pedagogy is the belief that all children can achieve in maths. We believe in promoting sustained and deepened understanding by employing a variety of mastery strategies, with teaching for conceptual understanding at the heart of everything we do. We aim to create independent mathematicians who are well equipped to apply their learning to the wider world.

Teaching for mastery aims to provide all children with full access to the curriculum, enabling them to achieve confidence and competence-‘mastery’- in mathematics, rather than many failing to develop the maths skills they need for the future.

Experiences for pupils are:

- Inclusive
- Exciting
- Challenging
- Engaging
- Real and experiential
- Relevant to their context

- Influenced by pupils
- Progressive
- Values-led
- Safe

The curriculum is designed to include:

- A clearly articulated learning journey with a purposeful outcome
- An engaging stimulant for learning Live fully, act justly
- Opportunities for pupils to contribute to planning the learning journey
- Real experiences
- Application of basic skills including computing

Implementation

The curriculum at Silverdale Primary Academy has been designed to ensure that children receive their curricular entitlement in a way which is meaningful to their:

- context
- stage of learning

- capabilities • interests
- prior experiences

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

In addition to daily literacy lessons, children excel in early reading through the use of the Daily Supported Reader, Destination Reader and Accelerated from reception to develop a range of reading skills, as well as a love of reading through carefully chosen and engaging texts and through staff modelling and promoting a love of reading for pleasure. We use a wide variety of quality texts and resources to motivate and inspire our children. The English lessons are structured so that as grammar is taught to pupils to ensure they develop their skills in this area. The writing journey begins with pupils recording what they know about the genre they are starting. We teach writing through high-quality texts and creative approaches to enhance the writing process. This approach motivates and engages our learners. Throughout the week the

writing journey builds and skills are developed which are then incorporated into an independent piece of writing which is published. The pupils are immersed in the text and teachers model the writing throughout the whole journey to support pupils with their writing. All children are challenged, appropriate to their capabilities; children who find aspects of their learning more difficult are appropriately supported so that they too are enabled to experience success.

Impact

- Pupils will enjoy writing across a range of genres
- Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded
- Pupils will have a wide vocabulary that they use within their writing across a range of subjects
- Pupils will have a good knowledge of how to adapt their writing based on the context and audience
- Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught
- Parents and carers will have a good understanding of how they can support spelling, grammar and composition and home, and contribute regularly to homework
- There will be no significant gaps in the progress of different groups of pupils

- Our pupils enjoy reading and are exposed to a broad range of texts and authors.
- Successful readers are nurtured through the good teaching of both language comprehension and word reading.
- Pupils have a good knowledge of how to adapt their writing for different purposes and audiences.
- Pupils have a solid foundation in spelling and have a toolkit of different strategies to support the continual learning of their spelling after they leave us.
- Pupils are able to identify, use and apply grammatical features in their writing effectively across the curriculum.
- The % of pupils working at ARE within each year group will be at least in line with national averages.
- The % of pupils working at greater depth within each year group will be at least in line with national averages