

Maths

Curriculum Intent

At Bressingham Primary School, we want to equip our children with the mathematical skills required for life, enabling them to tackle a range of practical tasks and real-life problems. We aim to challenge children and accelerate their learning through exciting lessons and a rich and sophisticated curriculum. Our maths curriculum is balanced and progressive. Children will develop their fluency, reasoning and problem solving skills across all areas, as well as applying these skills across the rest of the curriculum and to real life. We view maths as a journey where the children are always building on prior knowledge and we aim for children to have a deep level of learning where the learning sticks, can be recalled at any point and used, transferred and applied in different contexts, as opposed to shallow learning which is only temporary and often lost. Our maths curriculum allows children to help understand, and make better sense of the world around them, relating the patterns between mathematics and everyday life. By adopting a mastery approach, all children, regardless of their starting point will maximise their academic achievement and develop an appreciation and enthusiasm for maths. Alongside this, children will embrace the 'Characteristics of a Mathematician', becoming confident and resilient mathematicians who are not afraid to take risks.

Our ethos through everything...

**Our AMAZING
ACORN Agreements**



From tiny acorns, mighty oaks grow

 A	We aspire to achieve
 C	We are kind and collaborative
 O	We are open and honest
 R	We respect ourselves, others, property, and the environment; we listen, we are gentle
 N	We welcome new opportunities
 S	We develop our super learning powers (we are resilient, resourceful, reflective and reciprocal)

Characteristics of a Mathematician

- An understanding of the important concepts and an ability to make connections within mathematics.
- A broad range of skills in using and applying mathematics.
- Fluent knowledge and recall of number facts and the number system.
- The ability to show initiative in solving problems in a wide range of contexts, including the new or unusual.
- The ability to think independently and to persevere when faced with challenges, showing a confidence of success.
- The ability to embrace the value of learning from mistakes and false starts.
- The ability to reason, generalise and make sense of solutions.
- Fluency in performing written and mental calculations and mathematical techniques.
- A wide range of mathematical vocabulary.
- A commitment to and passion for the subject.

Implementation

Children have a daily maths lesson where they are taught a balanced curriculum. Within every lesson, children are taught to be fluent in the fundamentals of mathematics, as well as apply reasoning skills and solve problems. We believe the concrete, pictorial, abstract approach is key to ensuring the children have a deep understanding of mathematical concepts, and this approach is used in all classrooms by all teachers as outlined in our calculation policy (this may not happen in every lesson).

We follow White Rose Maths which enables us to ensure children are building upon concepts previously taught and make the best possible progress. White Rose Maths matches the NC closely, and breaks it down into small, manageable steps. The steps are carefully sequenced which means there are no gaps, and prior learning is built upon. Lessons are reviewed and adapted based on both what our assessments tell us and the feedback from teachers. Through CPD and resources from White Rose, Test Base, Nrich, and NCETM staff can plan to meet the needs of the children in their class.

Impact

Our assessment and monitoring systems enable teachers to make informed judgements about the progress children have made over time. We aim to ensure that children who are not making adequate progress in maths will consolidate their understanding, including additional practice, before moving on. Effective questioning, marking and feedback are an important element of teachers' responses to children's learning. At the end of the half term, teachers assess children using agreed assessments. This is reviewed by the subject leader and senior leadership team, who also carry out learning walks and book scrutiny.