Maths in the Curriculum

**1) Intent**
Our maths vision has evolved as our staff training has grown on our **mastery journey** since 2018. In it, we have identified the following Intent:

Develop **positive habits of mind** towards mathematics – become mathematicians, not just arithmeticians.

**Problem solving and reasoning** are to be an integral part of the curriculum.

Emphasis is placed upon developing students’ mathematical **vocabulary** and presenting a mathematical **justification and proof**.

This reflects the whole school curriculum Intent:

*At Bawdsey Primary, our broad and balanced curriculum aims to provide our children with engaging, exciting and challenging lessons that equip them for today and tomorrow and enables them to understand and make a positive contribution to the local community and wider society. We aim to build resilience and encourage a positive mindset amongst our children, as it is often through mistakes that we learn the most. We want to help each child become a caring, confident and curious young person who has a passion for learning and achieving. Our curriculum is carefully designed to ensure coverage and progression across the school. It provides pupils with memorable experiences from which children can learn and develop a range of transferable skills, with Christian values at its heart.*

**2) Implementation**
Children work in **mixed ability classes**, learning the curriculum content of their year group through a variety of engaging tasks and questions. Our goal is to **seek mastery** of concepts and skills through exploring **concrete, pictorial and abstract models**.

Teachers follow the White Rose Scheme of Learning, which was chosen as it provides **small steps guidance** to develop varied fluency, problem solving and reasoning tasks.  It promotes the use of concrete, pictorial and abstract representations in conjunction with each other and sets a level of challenge for all learners. As a further resource, Classroom Secrets materials, that also have an emphasis upon varied fluency, representations and reasoning, are also used to help with differentiation within the class. Other resources include:  NRICH, NCETM, and  MathsOfTheDay. Numicon is used school wide as a manipulative to develop a variety of concepts but is used largely in EYFS along with Numberblocks – produced in conjunction with NCETM.

Summative Assessments used at the end of each term to gain a **standardised score** against which to track our students against national scores. **Objective level data** is recorded at the end of each unit to inform teacher assessment and planning. White Rose end of block assessment questions are used to provide summative and formative information about each unit and inform TA.

Staff training has included: Maths Mastery, White Rose (Shanghai method)