



Curriculum Intent statement for the teaching and learning of Mathematics 2021/22

At St Martin de Porres Catholic Primary School, we are committed to providing our children with a curriculum that has a clear intention and impacts positively upon their needs.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Intent</p>	<p>Here at St Martin de Porres Catholic Primary School we follow the White Rose Mathematics Planning and resources in order to ensure that our children have full coverage of the Mathematics National Curriculum and to allow our children to revisit topics several times over the year, allowing their knowledge to embed. We value a Mathematics curriculum that is creative and engaging. All children to have access to this curriculum and to make progress in lessons. Our children need to develop the necessary skills to make them “deep thinkers” acquiring Mathematics skills that can be recalled quickly and transferred and applied in different contexts. They need to be able to make rich connections across the areas of Mathematics and use their knowledge in other subjects. Mathematics is the foundation for understanding the world and we want our children to know the purpose behind their learning and to apply their knowledge to their everyday lives.</p> <p>All children are catered for within the Mathematics lessons, following the Mastery for Teaching Programme, ensuring that the teacher offers the necessary support and challenge for each individual to make progress. We ensure that Mathematics is taught in creative and engaging lessons using a wide array of Mathematics manipulatives to aid and support our children in their learning and follow the Concrete, Pictorial and Abstract (CPA) approach. We aim to encourage the deepest of learning for our children so that their knowledge can be transferred and applied in many contexts, including other subjects e.g. science and art and their everyday lives. Mathematics is widely promoted across the school and our classrooms have displays that the children can utilise to support their learning.</p> <p>All children will be given opportunities to participate on equal terms in all Mathematics activities and due consideration will be given to the principles of Inclusion. In school we use a variety of intervention programmes to support children who are falling behind in mathematics. Individual programmes are structured and give children the opportunity in a small group situation to revise key mathematical skills.</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Underpinned by</p>	<p>High expectations</p> <p>All children are expected to succeed and make progress from their starting points, mastering all concepts of Mathematics.</p>	<p>Modelling</p> <p>Teachers teach the skills needed to succeed in Mathematics, providing examples of good practice and having high expectations. Mathematical vocabulary and stem sentences are modelled, displayed, referred to and repeated throughout the lessons.</p>	<p>Fluency</p> <p>Children apply Mathematics skills with ease throughout all of the curriculum.</p>

Implementation	<p>Our aim is to ensure that the three core areas of the National Curriculum are covered in all our lessons: fluency, reasoning and problem solving. We offer the children the opportunity to have varied and frequent practice of their mathematics skills with the focus on their ability to recall and apply their knowledge rapidly and accurately. Reasoning is a key area in all our lessons as our children need to be able to describe, explain, convince, justify and prove to be successful in this subject.</p> <p>Mathematical vocabulary and the mastery approach to learning are an essential part of each lesson and the children need to understand this within the area they are studying and be able to make rich connections across other areas within this subject. Each lesson provides children with the opportunity to reason through their ideas, use their mathematical language to explore a line of enquiry and problem solve routine and non-routine problems.</p> <p>We hope to build problem-solvers of the future and build resilience in our children; essential skills they can use in all aspects of their learning. Here at St Martin's we offer a wealth of enrichment activities to promote mathematics within our children's lives, including Mathematics booster sessions, interventions, family learning and access to online activities, such as: TT Rockstars, Numbots and MyMathematics.</p> <p>We follow the principles set out in the National Curriculum, using a Mastery approach. Teaching and learning takes part in a whole class setting, using scaffolding and challenge in order to support children of all abilities. Teachers use a variety of interactive teaching methods to deliver the curriculum and achieve set learning intentions. Our Mathematics teaching from Foundation Stage to Year 6, includes: fluency, reasoning and problem solving, following the White Rose Mastery approach. All lessons cater for the individual needs of the children and include some element of fluency, reasoning and problem solving. Questioning, repetition, reasoning and the use of stem sentences is a key part of the Mathematics lesson – letting the children demonstrate what they know and challenging them every step.</p>
Impact	<p>The impact of our Mathematics Mastery Programme increases enjoyment, resilience, understanding and attainment in Mathematics; it deepens our children's understanding of mathematical concepts. They now work through problems by drawing bar models and can apply their learning in different contexts. Using manipulatives helps the children visualise what the numbers mean. It helps with their concrete and conceptual understanding. The children become more resilient in their learning and they try to think in a different way; it helps to build on their ability to persevere at problems. When children make mistakes, we take time to discuss what we can learn from them. The message is that getting it wrong is all part of learning.</p> <p>There are not so many gaps because children develop their understanding step-by-step and are able to keep up. The children are also supported to articulate their understanding through sentence structure and practice. Each lesson starts off in a very accessible way and the fact that children can succeed, means they want to keep going. The proportion of children working at or above the expected level in Mathematics rises and their progress increases.</p> <p>Importantly, our children enjoy Mathematics because they have a good understanding and can relate their mathematical knowledge to the wider world for future problem solving.</p>