



St. Sebastian's Church of England Primary School

Curriculum Intent Statement - Maths

"Mathematics is not only taught because it is useful. It should also be a source of delight and wonder, offering pupils intellectual excitement and an appreciation of its essential creativity."

(Non Statutory Guidance 1:25)

Intent:

- Ensure that **all** pupils become **confident**, fluent, have the **knowledge to reason** mathematically and can solve problems **independently**.
- Develop a sense of enjoyment and **curiosity** about the subject and develop an understanding and love of maths.
- Encourage children to think **creatively** in order become **resilient enquiring learners**, and **effective communicators** of Maths.
- Equip children with the Maths **knowledge** required to be ready for the next stage in their education and to be **aware** of the uses and implications of Maths, today and for the future.
- To widen children's horizons to understand the uses and implications of Maths, today and for the future.

**Colours link intent back to Whole School Curriculum Intent*

Implementation:

- Consistently following the Maths No Problem approach based on a problem solving through mastery. Maths No Problem uses a mastery teaching approach from Singapore.
- Daily Maths Fluency (15 minutes) Tailored questions to revisit topics, address weaknesses and practise arithmetic skills.
- Maths No Problem! Lesson (60 Minutes) Approximately four 15 minute sessions split into; in focus task, let's learn, guided practise and independent work.
- Additional challenge is provided in the form of 'Deeper 'Learning Challenges'
- Support provided by resources that are openly available for all children to access and exploit.
- Children use Maths Journals to record their thought processes, experimentations, ideas and deeper learning challenges.
- Children to self-assess/mark their own work.
- Opportunity given to revisit challenging/incorrectly answered questions and use purple pen to correct.
- Elaborative questioning to challenge pupils to apply their learning in a range of ways.
- Specialist vocabulary for topics taught and built up.
- Opportunities for pre teaching and interventions for those children who may require it, including those with SEN, throughout a topic or prior to a new topic being taught

Impact: We measure our intent using a range of formative and summative assessments. These may include:

Review at the end of each chapter to assess the children's learning through the teaching sequence.

End of year NFER tests to provided standardised scores for nationwide comparison (SATS in Year 6)