

## Intent

Mathematics teaching at our school aims to equip all children with life skills that help them to make sense of our world, give them the ability to solve problems, to reason and think logically, and work systematically and accurately. We want our pupils to experience success, so that they view mathematics with pleasure and confidence. Our curriculum allows children to build upon their prior knowledge, develop their mathematical vocabulary and embed knowledge and skills into their long-term memory. It is accessible and engaging for all pupils and they move through the curriculum at broadly the same pace whilst adopting a lifelong positive relationship with number. With those children who grasp concepts rapidly, rich and sophisticated problems are offered before any acceleration through new content, thus ensuring that depth takes precedence over breadth. We want our children to know that maths is essential to everyday life and instil in them the confidence that they need in order to become confident and resilient mathematicians, who are unafraid to take risks.

## Implementation

Our curriculum follows the 2014 National Curriculum, but is delivered through a blocking approach, which allows the pupils to immerse fully in the concepts being taught. Number is at the heart of our mathematics curriculum, and a significant amount of time is spent reinforcing number to build competency. This enables the children to confidently access the rest of the curriculum. By using a variety of resources, we believe that we provide a bespoke teaching and learning experience that is designed to interest, inform and inspire our children. Challenging and enjoyable mathematics lessons are taught daily, where questioning and modelling is placed at the centre. Children can develop their automatic recall of key facts through Key Instant Recall Fact (KIRF) starters. This includes recollection of the times tables. Children in KS1 and EYFS develop their number sense through Fluency Bee. Concrete, Pictorial and Abstract (CPA) approach is used; enabling all children to experience hands-on learning when exploring new concepts, providing them with the scaffolding required to gain a deeper understanding of the concepts to which they are exposed. Flashback activities are incorporated into every lesson allowing teachers to revisit previously taught concepts and address any misconceptions and gaps in knowledge. This daily retrieval practice enables facts and skills to be embedded reducing cognitive load.

## Impact

Our mathematics curriculum supports children in becoming fluent and confident mathematicians. Children acquire core mathematical facts and an understanding of mathematical concepts, which they are then able to apply successfully and efficiently. Children become proficient at number, which then allows them to access the rest of the curriculum. Children demonstrate quick recall of facts and procedures. Throughout school children show a high level of pride in the work that they produce. Children leave school as confident and resilient mathematicians who are prepared for their future.

# Inclusion



- **Clarified the essential learning and core objectives** so staff can identify key core objectives that are vital for future learning and understand the small steps for each unit.



- **Strengthened progression**, making clearer links between what pupils have learned previously, the new learning being introduced and how that learning will subsequently be applied.



- **Reduced extraneous cognitive load** through clearer slides, less unnecessary text, carefully selected visuals and more manageable presentation of new information. Importantly, this does not mean reducing the curriculum or lowering expectations.



- **Strengthened vocabulary teaching**, identifying the key subject-specific language pupils need and explicitly teaching and revisiting it.



- **Built in purposeful retrieval** so that relevant prior learning is activated rather than retrieval being included as a disconnected starter.



- **Increased opportunities for pupils to think and talk**, rather than lessons being dominated by teacher explanation. Using a variety of open-ended questions; revoicing, clarifying, probing, adding on, agree/disagree and justifying.



- **Improved accessibility for pupils with SEND and SLCN**, using approaches such as visual support, dual coding, sentence stems and structured talk where these genuinely support access to the learning.



- **Minimal differentiation by task**, with scaffolds used to enable pupils to access the same ambitious curriculum wherever possible.



- **Reduced unnecessary recording**, ensuring that written outcomes provide meaningful evidence of learning rather than creating workload or becoming the purpose of the lesson.

The key shift is towards a curriculum that is **ambitious but more accessible**. We are not reducing what pupils are expected to know. Instead, we are being much more deliberate about **what we teach, the order in which we teach it, how we present it and how pupils are supported to think with and apply that knowledge**.