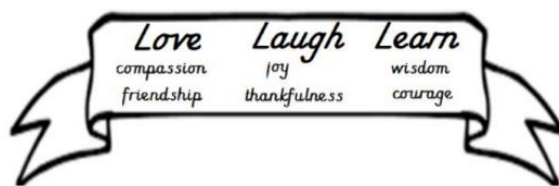




Wrockwardine Wood CofE Junior School Curriculum Intent statement:

Mathematics



Our school community will ignite the ability in all to 'Love, Laugh and Learn', recognising the extraordinary and wonderful in everything and in everyone. Our rich, varied and creative curriculum, together with our Christian values, will empower all to flourish following Jesus's promise 'I have come to give life and life in all its fullness.' (John 10:10)

Intent

Our school vision of 'living life in all its fulnesses' is emulated throughout our curriculum – including Mathematics. Maths is important in everyday life and, with this in mind, the purpose of Mathematics at Wrockwardine Wood CE Junior School is to develop pupils' mathematical fluency, provide them with the ability to solve problems, reason, to think logically and to work systematically and accurately to equip them to be successful in later life. All pupils are challenged and encouraged to excel in Maths to enable them to reach their full potential. New mathematical concepts are introduced using a 'Concrete, Pictorial and Abstract' approach enabling all pupils to experience hands-on learning when discovering new mathematical topics and allowing them to have clear models and images to aid their understanding or more abstract problems. Arithmetic and basic Maths skills are practised daily, to ensure key mathematical concepts are embedded and pupils can recall this information to see the links between topics in Maths. Through regular moderating meetings with Wrockwardine Wood Infant school and regular liaising with their Maths Leader, we ensure there is consistency with the use of manipulatives and have a clear expectation for all learners.

"Train up a child in the way he should go; even when he is old, he will not depart from it." (Proverbs 22:6)

Implementation

Our Mathematics planning is linked with the WhiteRose planning and teaching of maths but is tailored to ensure there are regular opportunities to revisit previous learning encouraging learning to 'know more and remember more'. Our planning is supplemented with a wider range of resources and challenges, such as I-See Reasoning and Problem Solving, to ensure there are appropriate challenges for all learners allowing them to reach their individual potential.

Sequencing of learning

- Our Long-Term Plan ensures Mathematical units are revisited regularly and include opportunities for consolidation, based on Teacher Assessment.
- Assessment for learning lessons take place when misconceptions are addressed and marking is used developmentally to move the learning forward and challenge all learners even those who have achieved their learning objective.
- At the beginning of each Mathematical unit, pupils are reminded of the previous learning needed to be successful, and how this unit helps with maths in everyday life and all related mathematical vocabulary.



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- Planning follows a clear progression, in line with Age Related Expectations in line with the National Curriculum.
- Prior learning is revisited daily to embed previous maths skills using Flashback Four. In Upper Key Stage Two, Flashback Four takes place daily and in Lower Key stage Two, it is alternated with Times Table and number bond practice.
- Pupils are taught through mixed ability whole class lessons, as well as targeted differentiated small groups.
- Lessons use a Concrete, Pictorial and Abstract approach to guide pupils through their understanding of mathematical processes.
- An Arithmetic lesson is taught every Friday. We use the data analysis from the previous term's assessments, to see where the gaps are in pupils' learning and use this to inform what is taught in the arithmetic lesson, alongside the Ready to Progress documents. A range of arithmetic skills are also taught to ensure there are regular opportunities to revisit prior learning and secure the children's knowledge of core fluency skills.
- Reasoning resources are used to challenge all pupils and give them the opportunity to reason with their understanding. Through guided reading sessions, children are encouraged to annotate and pick apart the mathematical vocabulary to help them formulate a clear image of what the question is asking them.
- Maths pre-teach and interventions are used to support pupils to ensure they are ready for their next Maths lesson, or need any support following the current maths lesson.
- Tuition sessions for Maths take place from the Autumn term for Year 6 to try and close the gap between PPG and non-PPG children.
- Where possible, links are made with other subjects across the curriculum and regular opportunities are used to share the maths learning with the wider world and everyday life ensuring that their learning is purposeful.
- Multiplication skills are taught daily after lunch and in Year 6 these skills are combined with arithmetic skills too. There is a clear sequence to teaching the multiplication across the school and children are given TTRockStar logons to support their learning at home.

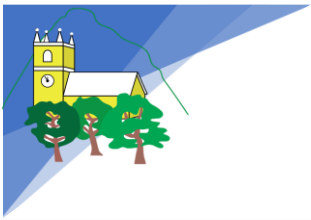
Impact

Assessment - **Do children know more and remember more?**

As a result of our Maths teaching at Wrockwardine CE Junior School, you will see:

- Engaged pupils' who are all challenged and making good progress with their learning.
- Confident pupils' who can all talk about Maths, their learning, the links between this learning and how it will help them in real life.
- Lessons that use a variety of resources to support learning.
- Learning that is tracked and monitored to ensure all pupils' make good progress.

Lessons with high expectations where Quality First Teaching supports pupils' independence and resilience.



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