

# Gosforth C of E Primary School Curriculum Statement for Mathematics



## **Intent**

At Gosforth C of E Primary School, we are committed to ensuring that all of our pupils become fluent in the fundamentals of mathematics, are able to reason mathematically and can solve problems by applying their knowledge in a range of contexts. We are dedicated to enabling children to recognise the importance of mathematics in the wider world so that they are able to use their mathematical skills and knowledge confidently in a variety of situations in their lives. We want all children to enjoy mathematics and to develop a deep and sustained conceptual understanding so that they can experience success in the subject. We seek to develop children's curiosity about the subject, as well as an appreciation of the beauty and power of mathematics. We expect children to clearly articulate their ideas and thoughts and reasoning processes, enabling deeper learning. We expect children to make mistakes, analyse them and learn from them, justifying and explaining as they do this.

## **Aims**

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

## **Implementation**

Children study mathematics daily covering a broad and balanced mathematical curriculum including elements of number, calculation, geometry, measures and statistics. direct teaching every day, which is oral, interactive and stimulating. Teaching styles and lesson structure provide opportunities for pupils to consolidate their previous learning, use and apply their knowledge, understanding and skills, pose and ask questions, investigate mathematical ideas, reflect on their own learning and make links with other work across the curriculum. We focus not only on the mathematical methods but also focus on mathematical vocabulary and use Maths Mastery to broaden and deepen mathematical understanding.

We aim for each child to be confident in each yearly objective and develop their ability to use this knowledge to develop a greater depth understanding to solve varied fluency problems as well as problem solving and reasoning questions. We use a range of textbooks and online resources throughout the school to ensure a curriculum that is specific to each child's learning needs.

## **Impact**

Throughout each lesson formative assessment takes place and feedback is given to the children through marking and next step tasks to ensure they are meeting the specific learning objective. Teacher's then use this assessment to influence their planning and ensure they are providing a mathematics curriculum that will allow each child to progress. The teaching of maths is also monitored throughout the year through book scrutinies, learning walks and lesson observations. Each term children complete an Assertive Mentoring summative assessment to help them to develop their testing approach and demonstrate their

understanding of the topics covered. The results from both the formative assessment and summative assessment is then used to determine children's progress and attainment.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.