ST CLARE
Catholic Multi Academy Trust

Sacred Heart School
A Catholic Voluntary Academy

Maths Curriculum

Our maths curriculum is based on three key principles: pupils become fluent in the fundamentals of mathematics; pupils reason mathematically; pupils can solve problems. The 'mastery approach' to teaching maths is the underlying principle of ours. Instead of learning mathematical procedures by rote, we want pupils to build a deep conceptual understanding which will enable them to apply their learning in different situations. We avoid teaching procedures and instead get pupils to develop a deep understanding..

INTENT		IMPLEMENTATION		IMPACT	
Alignment to National Curriculum	The school uses the White Rose Maths materials to drive the maths curriculum. These materials are supported by DfE Ready to Progress criteria and NCETM exemplification, NRICH problem solving and reasoning activities. Our curriculum and planning embeds the '5 Big Ideas of Mastery:' 1. Mathematical Thinking 2. Fluency 3. Variation 4. Representation and Structure 5. Coherence	Pedagogical Approaches	The pedagogical approaches to the teaching of maths are closely aligned to the approaches and principles of teaching in other subject areas, with the key elements being: • Deliberate and intentional retrieval of previous knowledge to build on previous learning • Regular checkpoints and formative assessments to tailor lessons to the needs of pupils • Positive relationships that create the conditions conducive to effective learning • High levels of subject knowledge Maths Meetings are a vital part of the curriculum, used to consolidate key learning for 10-15 minutes every day outside of the maths lesson with a particular focus on recall of key facts.	Approach to Assessment	Assessment is against the Ready to Progress statements or end of key stage assessment frameworks. Assessments are used throughout the year to inform teacher assessment, to identify gaps and content to be covered in maths meetings.
End Points	We are very clear about being ambitious in all year groups and the curriculum is designed to take the children to greater depth within the statutory assessment frameworks. The aim is for all children to become confident mathematicians, who have the skills to approach, tackle and solve a range of problems. The pupils will be well prepared for maths study at key stages 3 and 4	Teachers' Expert Knowledge	Teachers are given regular opportunities to access CPD. The subject leader provides regular updates to staff. The culture of the school promotes openness and honesty in relation to proactively seeking support; this may be reflected in PDM content, and discussions between colleagues.	Performance Data	The school sets ambitious targets for all children, which are at least in line with the top 20% of pupils nationally. The most recent pupil performance data can be found on the school website.
Sequencing	Our maths curriculum follows a spiral structure. Therefore, key concepts are revisited and taken to a greater level of depth. The curriculum is cumulative, where each school year begins with a focus on the crucial concept of number and place value. This is then applied and connected throughout the school year to consolidate learning. This gives pupils the opportunity to 'master maths'; by using previous learning. The curriculum is sequenced in small steps following a coherent teaching sequence.	Promoting Discussion and Understanding	Effective questioning by the teacher is key to allow pupils to practise new knowledge and to help them make links between new and prior learning (Rosenshine). Teachers' questions aim to promote dialogue about the success of the focus skills, possible ideas for further improvement and opportunities for children to reflect on the materials and techniques used. Specific mathematical language underpins every maths lesson.	Pupils' Work	Children's work will be used as a way of securing and showing learning and not simply a record of activities done in class. Children should be able to refer back through their books, to support themselves with new learning and retrieve key elements of previous learning. Evidence will be recorded in a variety of forms.
Alignment with EYFS	Maths is a specific area of learning in the statutory framework for EYFS. We aim to develop a strong grounding in number so that all children develop the	Knowing More and Remembering More	Our maths curriculum is built upon high levels of repetition to ensure that our children can do more and remember more as they progress through school. This repetition ensures that our children reach the end of Key	Talking to Pupils	The subject leader will measure impact through a cycle of monitoring, focusing on: learning environments, planning, lesson observations, work scrutiny, data outcomes, discussions with pupils and discussions with

	necessary building blocks to excel mathematically. EYFS at Sacred Heart use Mastering Number, White Rose, and NCETM resources to plan well sequenced lessons covering the six key areas of early mathematics learning in a coherent learning journey. Children are given regular opportunities for child and adult directed maths exploration in provision. Children are given opportunities and experiences to enable them to meet the expected level of development.		Stage Two with the ability to apply the skills and concepts with high levels of independence.		teachers. The purpose of talking to pupils is to explore what they have learnt and what they can remember as well as how much they have enjoyed it. In maths, this is generally based around conceptual understanding. Key improvement actions can be identified as a result.
Local Context	For a proportion of lower attaining pupils, language development is a key focus. Through highlighting of key, precise mathematical vocabulary and a high expectation for all pupils to ask and answer in full sentences, as well as a large emphasis on teaching modelling and appropriate scaffolding, pupils develop and broaden their vocabulary, which supports them to articulate their responses and reasoning skills.	Teacher Assessment	Teachers assess formatively in each lesson. Children will have opportunities to evaluate and recognise their own success and teachers will carry out formative assessment for learning using checkpoints. Task design allows children to demonstrate their progress. Teachers endeavour to carry out live feedback in line with research about which forms of marking and feedback have the most impact.		