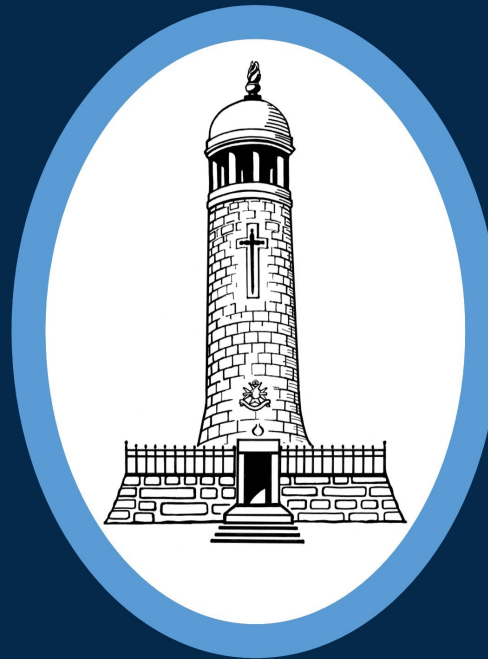


Crich Junior School



Maths

Our curriculum is designed using and extending the National Curriculum and conforms to the Equality Act and SEND regulations 2014, which ensures accessibility and inclusion to all children.

At Crich Junior School, our curriculum is designed to build on children's prior learning, provide meaningful and memorable learning experiences where our children are taught to be independent, confident and resilient learners.

Our curriculum has been designed to ensure that all children leave us with a wide body of knowledge, and the skills needed to be successful, lifelong learners with a real curiosity about the world around them.

The curriculum encompasses all the planned learning that is sequenced to promote learning, personal growth and development. Whilst fully including all statutory elements of the National Curriculum, our curriculum also gives our children the chance to explore a variety of additional 'enrichment' experiences, learning and opportunities to ensure all our children thrive and find their passion.

Our children are at the heart of every aspect of our curriculum. Developing the children's ability to learn more, know more and remember more is underpinned by quality first teaching of a broad body of knowledge and vocabulary. We provide engaging opportunities where children are immersed in independent problem solving techniques. We are committed to developing the whole child. Children have a strong awareness of their local community, their role within it and the value they bring to it. Children leave our school with a sense of belonging to an inclusive tightly-knit community where they have the confidence, knowledge and skills to make decisions, self-evaluate, and feel valued.

Our curriculum is based on the following key principles:

- A clear, shared vision of the knowledge and skills our children need to take advantage of future opportunities, responsibilities and experiences of later life.
- Commitment to a rich, varied, academic, practical problem-solving curriculum experience, which is inclusive for all our children.
- A curriculum that reflects the needs of the local community context.
- Planning and sequencing. Knowledge builds on previous learning.

Our Unique Intent:

- Practical Problem Solving rich curriculum
- Bushcraft, gardening, cookery, STEM technologies, local community projects etc
- Develop self worth
- Timetable designed to enable creative curriculum.

I want to be:

**an independent
learner**

resilient

**respectful and
tolerant**

**knowledgeable
and curious**

happy

confident

a team player

creative

**healthy and
active**

**a problem
solver**

kind



Introduction

At Crich, our maths curriculum will enable children to develop the necessary skills to make them deep thinkers, acquire mathematics skills that can be recalled quickly and transferred and applied in different contexts. They will be able to make rich connections across the areas of maths (fluency, mathematical reasoning and competence in solving increasingly sophisticated problems) and use this knowledge in other subjects.

We aim for all pupils to have access to a maths curriculum which meets the needs of all learners and equips them with the mathematical skills necessary for them to succeed on whichever path they follow. We want all pupils to develop a positive 'can do' attitude to maths and support all children to become mathematicians.

We teach maths in year groups to enable a more individualized approach and our daily assessment of the children's work feeds in to subsequent planning. We follow the sequence of learning from White Rose Maths to ensure deep coverage of the curriculum. We do not use a specific Mathematics scheme, choosing instead to match our teaching to the needs of the children by drawing on a wide range of resources including: White Rose Maths, Master the Curriculum, BBC Bitesize, CGP and TT Rockstars.

Children are encouraged to practice their times tables and their mental maths both in school and at home with regular tests in school to assess and monitor their progress.

The national curriculum for maths 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 non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Progress, Achievement and Assessment

Assessment is an integral part of the teaching process. It is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding and knowledge is being achieved and that progress is being made. Feedback and marking is given to the children as soon as possible. This is often done verbally within the lesson.

Children are monitored on a regular basis to check progress and all children are encouraged to take responsibility for their own learning, for example, discussions with the teacher about an area they would like to know more about within a topic. Children are encouraged to make personal assessments of their own work, through evaluating activities and identifying what needs to be improved. We also look back at prior learning with questioning, quizzes, and post-it notes on a regular basis as evidence to see if they remember what they have learnt. Children and adults are also able to recognise the progress being made by regular discussions.

We also use White Rose Maths termly assessments and mini assessments at the end of each unit of work to assess the progress of the children and to identify any misconceptions in their learning. Times tables recall is prioritized in each class and children are regularly assessed to ensure rapid recall.

Intent

At Crich Junior School, we intend for all pupils to experience an inspiring, number-rich and motivational maths environment. We aim for all pupils to have access to a maths curriculum which meets the needs of all learners and equips them with the mathematical skills necessary for them to succeed on whichever path they follow. We want all pupils to develop a positive 'can do' attitude to maths and support all children to become mathematicians.

Our intent is for every child to leave our care as able and independent mathematicians, with the confidence, independence and skills required to calculate fluently, reason confidently using specific vocabulary and solve problems efficiently. They will be thoroughly prepared in all aspects of mathematics and fully equipped for the next step in their educational journey.

Implementation

At Crich, we do not use a specific Mathematics scheme, choosing instead to match our teaching to the needs of the children by drawing on a wide range of resources including: White Rose Maths, Master the Curriculum, BBC Bitesize, CGP and TT Rockstars. This supports teachers to deliver carefully planned, sequenced and exciting mathematical opportunities that enable our children to learn, revisit and progressively develop their skills in maths at an age-appropriate level.

Drawing from multiple resources enables pupils to learn essential skills, gives them time to develop their fluency and apply their knowledge to practise mathematical reasoning and solve problems. Teachers promote and encourage pupils to work collaboratively, as well as independently, and provide excellent modelling of all mathematical processes and concepts as part of everyday teaching.

As we follow the sequence of learning from White Rose to ensure deep coverage of the curriculum, 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 pupil's understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly are challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material consolidate their understanding, including through additional practice, before moving on.

Impact

Through evaluation of work in children's books, it is clear to see the high quality of mathematics throughout the school. Children are able to confidently talk about their work in maths lessons using subject specific vocabulary and can apply age-appropriate skills and knowledge to solve problems not only in maths but across the curriculum. They are willing to take risks and learn from their mistakes, showing both perseverance and resilience in mathematical learning. End of unit, term and year assessments provide us with an indication of the impact of our Maths Curriculum and highlights the pupil progress.