

Securing an Excellent Mathematics Curriculum for the Children of Botley C of E Primary School



The Intent of the Mathematics Curriculum

The intent of our mathematics curriculum is to provide pupils with the numeracy skills that they will need in their future lives. We want pupils to make meaningful connections across mathematical ideas to develop fluency, reasoning and competence in solving increasingly sophisticated problems. We will foster confidence in mathematics so that pupils are determined to seek solutions to a range of challenges and ensure that they have the necessary vocabulary to reason and explain their mathematical thinking. Through investigation and problem solving, children will learn to love challenge and build skills in collaboration, reasoning and thinking.

Botley's mathematics curriculum is underpinned by the National Curriculum, following the Hampshire Phase Model which is cyclical and enables us to return to concepts to further embed knowledge and understanding.

The Implementation of the Mathematics Curriculum

By planning clear learning journeys for pupils through each unit of work, all pupils experience a broad and balanced mathematics curriculum. Mathematics lessons are taught daily through differentiated small group and mixed ability whole class lessons.

Key vocabulary is modelled and explicitly taught to the pupils to encourage understanding and mathematical dialogue and there is an expectation that pupils will use the language of mathematics within their learning.

Our main approach to mathematical teaching is to use concrete materials. Then pupils progress to presenting answers and information in pictorial ways before moving on to abstract recording.

As part of our practice, pupils will have regular opportunities to retrieve key skills and facts to embed knowledge into their long-term memory. Where mathematical links are possible, we combine areas of mathematics to support pupils to realise the inter-connections within the subject and to the wider world. To ensure pupils see the purpose of mathematics across the curriculum, mathematical skills will be reinforced in other subjects. All pupils are provided with regular and ongoing opportunities to reason mathematically.

Where appropriate, pupils will act as mathematicians and be given a variety of experiences both in and outside of the classroom in order to create memorable learning opportunities.

Formative assessment is carried out during lessons and learning is adapted accordingly. There are regular opportunities throughout the year to assess pupils against Age-Related Expectations. Pupils who require further support have opportunities to regularly revisit and develop their learning.

The Impact of the Mathematics Curriculum

The impact of our Mathematics curriculum is that all pupils are confident mathematicians who can speak, think, calculate and reason about the subject. Pupils are engaged with their mathematical learning and naturally make connections within the subject and to the wider world. When tackling problems, pupils can select from a range of strategies to enable them to accurately and efficiently solve problems. At the end of each year, the majority of the pupils will be working at Age Related Expectations and some will have progressed further and achieved greater depth. Pupils secure long-term, deep and adaptable understanding of maths which they can apply in different contexts. Children are well prepared for the next step in their mathematical learning journey.

