

# Mathematics Intent for Bruche Primary Academy



Through our implementation of the 2014 National Curriculum for Mathematics, we ensure that our children:

- Become fluent in the fundamentals of Mathematics
- Are able to reason mathematically
- Can solve problems by applying their Mathematics

We have planned the order in which we will teach our units of work to enable us to plan coverage of the entire National Curriculum, whilst allowing us to prioritise the DfE Ready to Progress statements. We have intent statements for each year group that clearly maps out our progressive curriculum.

Teachers consider the needs of their cohort before determining how many weeks they will spend on each topic. The NCETM Teaching for Mastery Assessment questions are built into units of work to enable teachers to effectively assess children's understanding at a Mastery and Greater Depth level within a unit of work.

At Bruche, fluency, reasoning and problem-solving skills are embedded within Mathematics lessons and developed consistently over time. By ensuring that children secure their fluency skills before moving on to more complex mathematics, we develop children's confidence to tackle a variety of problems either independently or in collaboration with their peers. All children are given the opportunity to reason at their own level using the 5 stages of reasoning, describe, explain, convince, justify and prove.

We are committed to ensuring that children are able to recognise the importance of Mathematics in the wider world and that they are also able to use their mathematical skills and knowledge confidently in their lives in a range of different contexts and careers. We build in regular opportunities for our children to reflect and evaluate on the skills that they have used in order for them to take ownership and pride in their work.

Cross-curricular, outside and active mathematics is encouraged where it enhances and enriches learning. Children enjoy Mathematics and experience

success in the subject, with the ability to reason mathematically. We are passionate about developing children's curiosity about the subject, as well as an appreciation of the beauty and power of Mathematics.

We ensure that children with Special Educational Needs and Disabilities (SEND) have access to a broad and balanced curriculum. Teachers set high expectations for every pupil, whatever their prior attainment. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. Such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

Pupils' attainment is assessed through the use of tests and teacher assessment linked to Age Related Expectations. Progress will be measured by assessment checks each term.

Retrieval practices will take place in each year group through the use of daily and weekly recall and SMART connect retrieval between lessons.

NCETM assessment questions and 'Ready to Progress Criteria' assessment questions (Mathematics guidance: key stages 1 and 2 – June 2020) are used in both formative and summative capacities and also feature regularly during daily lessons.

Teachers moderate their assessments internally with the support of the subject leader, prior to attending external moderation sessions with a mathematics consultant and the teachers in their year group from all other WPAT schools.

The subject leader monitors the progress of mathematics through work scrutiny of mathematics books, listening to pupil voice, observing lessons and discussions with staff.