The Mathematics Curriculum at Bridgetown School



Intent

At Bridgetown Primary School, we believe mathematics is an important part of children's development throughout school, right from an early age. We intend on delivering a curriculum which:

- Allows children to be a part of creative and engaging lessons that will give them a range of opportunities to explore mathematics following a mastery curriculum approach.
- Gives each pupil a chance to believe in themselves as mathematicians and develop the power of resilience and perseverance when faced with mathematical challenges.
- Recognises that mathematics underpins much of our daily lives and therefore is of paramount importance in order that children aspire and become successful in the next stages of their learning.
- Engages all children and entitles them to the same quality of teaching and learning opportunities, striving to achieve their potential, as they belong to our school community.
- Makes rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.
- Provides equal opportunities for children to apply their mathematical knowledge to other subjects (cross-curricular links).
- Is in line with the expectations in the National Curriculum 2014.

Implementation

Our mastery approach to the curriculum is designed to develop children's knowledge and understanding of mathematical concepts from the Early Years through to the end of Y6.

- In school, we follow the national curriculum and use the Power Maths Schemes of Work as a guide to support teachers with their planning and assessment.
- The calculation policy is used within school to ensure a consistent approach to teaching the four operations over time.
- At the start of each new topic, key vocabulary is introduced and revisited regularly to develop language acquisition, embedding as the topic progresses.
- All lessons begin with a short assessment to support retrieval practice and develop long-term memory.

- Children are taught through clear modelling and have the opportunity to develop their knowledge and understanding of mathematical concepts. The CPA (Concrete, Pictorial, Abstract) approach incorporates using manipulatives and visual representations to help children explore and demonstrate mathematical ideas, enrich their learning experience and deepen understanding at all levels.
- Children work on the objective at whatever entrance stage they are assessed as being at. Children can acquire the skill, apply the skill or deepen the skill within the lesson.
- Children move through the different stages of their learning at their own pace, with careful procedural or conception variation in evidence between each stage.
- Children who have shown their understanding at a deep level within the unit, will have opportunities to apply these skills in a greater depth activity. This should be challenging and ensure that children are using more than just one skill to be able to answer the mathematical problems.
- Reasoning and problem solving are integral to the activities children are given to develop their mathematical thinking.
- Resources are readily available to assist demonstration of securing a conceptual understanding of the different skills appropriate for each year group.
- Children are encouraged to explore, apply and evaluate their mathematical approach during investigations to develop a deeper understanding when solving different problems / puzzles.
- A love of maths is encouraged throughout school via link maths weeks, maths clubs and links with others subjects, applying an ever growing range of skills with growing independence.
- Children with additional needs are included in whole class lessons and teachers provide scaffolding and relevant support as necessary. For those children who are working outside of the year group curriculum, individual learning activities are provided to ensure their progress.

Impact

- Children demonstrate a quick recall of facts and procedures. This includes the recollection of the times table.
- Children show confidence in believing that they will achieve. The have a growth mind set approach to their maths learning.
- Each child achieves objectives (expected standard) for year group.
- The flexibility and fluidity to move between different contexts and representations of maths.
- The chance to develop the ability to recognise relationships and make connections in maths lessons.
- Mathematical concepts or skills are mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations.
- Children show a high level of pride in the presentation and understanding of the work