

KS2 Maths Curriculum Intent 2021-22

<i>Inspiring a love of learning in creative, confident and collaborative leaders of tomorrow.</i>		
Intent	Implementation	Impact
The School's Senior Leadership Team will:	The Teaching and Learning Sequence will:	Pupil Voice will show:
<ul style="list-style-type: none"> - Ensure that our school values are at the heart of the curriculum design - Ensure that I have appropriate time to develop, monitor and support staff in my subject - Provide an adequate budget to ensure that standards can continually be raised - Support opportunities for my own professional development - Leaders plan an effective CPD programme that enhances staff's pedagogy and supports planning and delivery of teaching. Additional support will be provided to staff who need further 'coaching' - Ensure that the requirements of the National Curriculum for Maths aims are met - The Leadership Team will regularly monitor teaching and learning and will provide effective feedback that supports teachers practice to ensure the progress of all children 	<ul style="list-style-type: none"> - We use a range of resources including the Maths No Problem scheme of work, resources from Third Space Learning and the White Rose Hub which can be adapted and implemented for the planning, delivery and engagement with Mathematics - Ensure that objectives are skills based and are developed to allow for challenge - Provide differentiation through precise and careful questioning to develop conceptual and procedural knowledge, scaffolding and reasoning - Ensure that practice and consolidation play a central role in lessons - Build fluency and understanding of underlying mathematical concepts - Ensure that children's difficulties and misconceptions are identified at different parts of the lesson through formative assessment commonly addressed through further modelling, making decisions about the pupils who may need further consolidation and practice and through 'helicopter' feedback and marking - Support children to explore demonstrate and build mathematical ideas, enrich their learning experience and deepen understanding through the use of a concrete, pictorial and abstract (CPA) approach within lessons - Within each lesson, the following structure is planned and followed: a 'warm-up' where pupils recall and rehearse facts, a recap of prior learning in the 'starter activity'; Guided and paired practise where new material is presented in small nuggets; independent practice or independent work following AfL during the Guided practise session and the plenary, during which a recap of learning takes place - Opportunities for children are planned to develop their use of mathematical language using stem sentences - Children have opportunities to collaborate with their peers, evaluate and compare their learning with others 	<ul style="list-style-type: none"> - Children develop an understanding of key concepts, methods and skills as mathematicians at an age appropriate level - Children have a secure understanding of key techniques and methods for each area of the maths curriculum - Children are able to apply their understanding across the curriculum and in a range of context. - Children learn and understand the appropriate vocabulary which supports and extends their learning - Children have confidence to discuss their own work and identify their strengths and areas for development - Children are able to showcase their skills, knowledge and understanding - Children have positive attitudes and learning behaviours - Children engage and transfer their learning outside of the classroom, becoming lifelong learners

	- Ensure that there are opportunities to use maths through other subjects and in cross curricular contexts	
As a Subject Leader I will:	The Classroom will:	Displays and Books will show:
<ul style="list-style-type: none"> -Understand and demonstrate knowledge of the maths curriculum and support other members of the teaching staff -Ensure an appropriate progression of knowledge and vocabulary is in place which builds on prior learning and supports children in knowing more and remembering more -Ensure the children learn new skills year on year and build on these skills as they progress through the school - Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior knowledge -Create long term planning which ensures appropriate coverage of knowledge, skills and vocabulary - identify what we want children to know by the time they leave our school -Encourage teachers to support those mathematicians who have been identified as needing additional support and extend those more competent ones - Raise the profile of Maths through best practice, modelling lessons as appropriate to new staff, NQTs and peers to support continued professional development - Ensure that the maths learning walls are current around the school and involve the school in 'celebrations' of Maths, including participation in events such as 'Number Day' 'I-Count' and 'World Maths Day' - Continue to be involved with the North East London Maths Hub and keep up to date on current developments in maths education and disseminate information and training opportunities to colleagues -Ensure that all staff have access to professional development including observations of outstanding practice in the subject 	<ul style="list-style-type: none"> -Provide a safe and stimulating atmosphere where children want to learn more -Have developed working walls which include key methods and strategies being displayed as a reference for pupils, current mathematical vocabulary and mathematical questions. - Provide appropriate quality resources for each area of the curriculum -Children have access to a range of differentiated resources, including concrete manipulatives -Be organised so that children can work in pairs, small groups or the whole class as appropriate to support children in their development of their skills -Current mathematical vocabulary and stem sentences are displayed to support children's spoken language -Children work in 'mixed ability' pairings and groups, enabling access to 'rich conversation' to challenge thinking and stimulate discussion across ability groups -Groupings are dynamic and reviewed regularly as children make different rates of progress 	<ul style="list-style-type: none"> - Working Wall Displays support and 'capture' current learning - Children have the opportunity to practice and refine their skills - Pieces of work show the skills learned - A clear learning journey in books demonstrates progression of knowledge and skills that over time, all areas of the mathematics curriculum is covered - Work is planned for all children to be able to access the learning -Planned activities are pitched at the right level

<ul style="list-style-type: none"> - Develop long term memory by building in opportunities for repetition of learning within the year and year on year through the maths curriculum and in other subjects -Consideration is given to how my subject supports PSHE & British values 		
<p>The Class Teacher will, with support from myself:</p>		
<ul style="list-style-type: none"> - Teachers ensure our children have access to a high quality maths curriculum that is both challenging and enjoyable -Teachers provide our children with a variety of mathematical opportunities, which will enable them to make the connections needed to achieve greater depth in learning -Teachers read and familiarise themselves with both the medium and weekly planning, knowing what the intended outcomes are for each lesson e.g. in the independent practise and independent work, Teachers know the answers to the planned questions which enables the teacher to give immediate feedback through 'helicopter' marking -Teachers annotate the plan and resource specific learning for their class where appropriate, thinking about the end point and the needs of the children in their class -Teachers use a range of strategies to support children accessing the learning at a deeper level or to close gaps -Teachers ask a range of questions throughout the lesson, assessing pupil responses and redirecting and guiding wrong answers to a correct one -Teachers will develop responses that will keep pupils thinking, cultivating a 'no hands-up' classroom by using lolly-sticks to target a range of children -Teachers seek support/advice for particular subject knowledge and skills gaps prior to teaching the unit 		