



Maths Curriculum Delivery Document

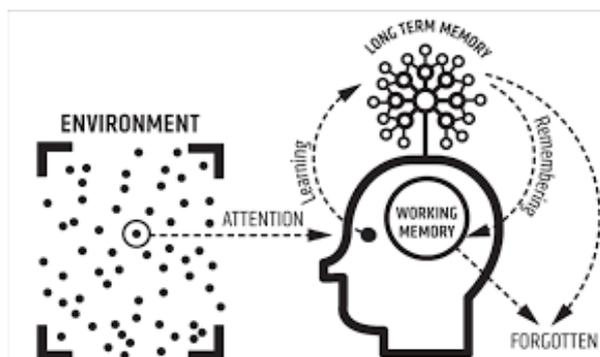
<p>Intent</p>	<p>We take the National Curriculum statements and supplement this with the Maths Hub schemes of learning to support teachers to plan in small progressive steps. We provide an enhanced version of this through the use of carefully selected resources such as Beam, Spotlight, Abacus and Testbase to scaffold and challenge our learners with contextual problems. Exposing our Learners to a breadth of challenges, inspires learners to develop a love of mathematics and appreciate the beauty and possibility of number! The expectation is that the majority of learners will progress at the same pace however, decisions about when to progress are based on the security of learners understanding. Learners who grasp concepts rapidly are challenged with a variety of problems.</p> <p>As a result, learners develop a critical engagement with mathematics, are able to develop their confidence through fluency, reasoning and problem solving.</p> <p>We map the National Curriculum for mathematics into a coherent and sequential progression model that outlines the skills, knowledge and vocabulary needed at each key stage that will build towards learners being able to use and apply their knowledge, skills and understanding across a range of mathematical concepts, making purposeful links. In this way we clearly outline the sequence of learning in mathematics so that teachers can build on this at each stage. The subject leader supports teachers in using the Maths Hub Scheme of Learning to inform their medium and short terms plans, drawing links to other mathematical domains and curriculum areas where appropriate and making these links explicit.</p> <p>Vocabulary is purposely and progressive to allow children to develop their oracy and leave school being able to articulate their understanding of maths. Questions are planned in advance to target pre-empted misconceptions and enable develop their explanations and methodology. This is linked to the progression grid so that over time children know more and remember more.</p> <p>The maths leader is participating in a teacher research group, delivered by a local leader of mathematics, and implementing the principles of mastery across school. The maths leader supports with both subject and pedagogical knowledge.</p>
<p>Implementation</p>	<p>We ensure that teachers of mathematics including those who are non specialists have excellent subject knowledge and leadership supports the acquisition of this for Early career teachers</p> <p>Based on Rosenshein's theory, Learners have the opportunity to revisit and build on prior learning. Learners are given the opportunity to practise and applying their new acquired knowledge, skills and understanding through a wide range of activities during daily maths lessons. We offer high quality modelling, opportunities for learners to problem solve and provide opportunities for them to demonstrate their understanding and develop their learning through effective questioning. Learners will be exposed to a range of representations to support them in developing a secure understanding of mathematical concepts.</p> <p>Learners are given the opportunity to improve and evaluate their learning as result of scaffolding and feedback. Learners build on and develop their tier 2 and 3 vocabulary to enable them to talk about their learning and the processes they have undertaken to achieve an outcome. Classroom displays promote the vocabulary specific to current learning and modelled examples. Daily maths lessons ensure fundamental basic skills are revisited and consolidated for example times tables (TTRS).</p>

Impact	When they leave each phase, Learners have the knowledge, skills and vocabulary necessary to progress to the next stage of their learning. As a result of high quality teaching, Learners make sustained progress in mathematics and develop the competence to reason and problem solve confidently and efficiently enabling them to make a positive contribution to the wider world. Pupil voice will show that children can talk about their enjoyment and understanding of mathematics using the correct vocabulary, measured against our age-based progression grids. Learners books will reflect the positive attitude and resilience in mathematics acting upon feedback. Photos and Video clips will also show the application of this.
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What do our lessons look like?			
Introduction	Teacher Input	Pupil Activity	Ongoing Assessment
Daily review	Present new materials using small steps	Guided student practice- You do, I do.	Questioning
	Provide models	Independent practice	Check for understanding and address misconceptions
	Provide scaffolds	Use of scaffolds where needed	Reviews
	Introduce key vocabulary	Obtain high success rate	Daily, monthly, weekly reviews

How do we ensure that knowledge gained is transferred from the working memory into the long term memory?

Rosenshine's principles in action (bridging research and classroom practice) is providing support and strategies to secure pedagogical understanding for staff.





Principles identified	What do we expect to see in our maths lessons?
Daily Review	Resurface previously taught skills and vocabulary. Call and response, show me how to____, flashback 4, how many ways can you, odd one out, complete the sequence, complete the calculations.
Questioning	A variety of key questions are individually planned by teachers. This allows staff to check understanding and address misconceptions. Some of the questions don't require an answer there and then but are for the children to consider as they practice their skills and begin to use and apply these. Consider..... How can you? What happens if? Question stems are used to scaffold, these could be verbal and visual. Link to steps to success. Basketball questions, show me, say it again better, cold call, tell me how and why.
Sequence concepts and modelling	Modelling is provided by the teacher and peer models. These models are repeated and learners are given the time to practice for as long as required. Lesson plans are progressive but broken down into small steps. Scaffolds are used to support and develop mastery. This might be in the form of adult support, concrete, pictorial and abstract and varied fluency. The model and steps to success/success criteria are visual throughout lessons.
Stages of practice	Close supervision during guided practice from the staff. Providing instant feedback to learners. Time for independent practice when the learners are ready to use and apply their skills, knowledge and understanding.