

The Good Shepherd Catholic Primary School



*Following Jesus,
The Good Shepherd,
in all we say and do*

Maths Curriculum



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Maths: Intent

Maths plays a central role within the curriculum at The Good Shepherd and is fundamental to our wider trust mission of creating an aspirational, knowledge-rich curriculum for our pupils. We aim to provide a high-quality mathematics education which will provide a foundation for understanding the world, to develop an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Maths at The Good Shepherd is underpinned by methodical, coherent, curriculum design created by Effective Maths and supported by carefully crafted lessons and resources to foster deep conceptual understanding and procedural knowledge. The curriculum design enables children to build on their previous learning in each new step in their learning journey. As a result of the accumulation of essential knowledge and skills our pupils will leave our school as confident, resilient mathematicians, demonstrating conceptual and procedural fluency, with the ability to reason mathematically and efficiently solve problems.

We use a Teaching for Mastery approach to support learning of mathematics. Mastery in mathematics is: achievable for all, deep and sustainable learning, the ability to build on something that has already been sufficiently mastered, the ability to reason about a concept and make connections and develop conceptual and procedural fluency.

At the end of the Foundation Stage:

Children count confidently and have a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. Children will have developed their spatial reasoning skills across all areas of mathematics including shape, space and measures and will have positive attitudes and interests in mathematics.

At the end of Key Stage 1:

Pupils have developed their confidence and fluency with whole numbers, counting and place value. Pupils work fluently with number facts to 20 and have explored all four operations. Pupils describe properties of shapes, and also compare and describe different quantities such as length, mass as well as time and money.

At the end of Key Stage 2:

Pupils have extended their knowledge of the number system and place value to larger integers. Pupils make connections between fractions, decimals, percentages and ratio. Pupils use efficient written and mental methods for calculation when solving problems. Pupils also use mathematical vocabulary *correctly, when articulating and explaining how they solved the problem.*

Pedagogy: How the Curriculum is Taught:

Within our Maths curriculum we have the following elements:

- Whole class teaching is in mixed attainment classes and in mixed attainment learning partners.
- We work with the assumption that all pupils can achieve a high standard in mathematics. Pupil work is not differentiated by task. Instead, children who require more support are provided with



additional structures to enable them to access the learning (such as working with concrete resources for longer or being provided with focused pre-teaching or same day intervention)

- There is a big focus on developing children's mathematical vocabulary and language. Teachers use whole class chorusing, stem sentences and repetition of key words and sentences to ensure pupils develop fluency with using mathematical vocabulary and develop precise explanations.
- Fluency has dedicated teaching time, where the focus is on developing automaticity with number facts, and applying number facts to mental arithmetic strategies as well as formal arithmetic procedures. The focus of fluency lessons is on efficiency, accuracy and flexibility. Pupils are encouraged to notice the numbers before beginning a calculation, and to identify patterns, relationships or structures which may lead to an efficient calculation strategy
- Children who grasp concepts quickly will be challenged to think about particular aspects more deeply and to work on more complex problems within the same curriculum content.

Assessment

We use a multi-faceted approach to assessment within maths, including:

- End of unit assessment quizzes
- Assessment for learning within each lesson through skilful use of questioning and live feedback
- Mid-year and End of year assessments
- Regular low-stakes times tables tests

Career Professional Development

We develop strong subject knowledge amongst all staff which is achieved through; comprehensive middle leadership development, a focus on developing all teachers' subject knowledge and Maths pedagogy. All staff benefit from implementing the high-quality planning resources provided by Effective Maths yet amended to meet the needs of all pupils.

Below is a summary of the CPD activities bespoke to Maths:

- Skill specific meetings to support teachers
- 1-1 meetings with teachers to highlight key concepts of lesson plans
- Bespoke mentoring programme for class teachers
- Team teach in Maths
- External Effective Maths training
- Twilight Maths CPD