

Sacred Heart Catholic Primary School – Curriculum Intent for Mathematics

We strive to nurture a love of learning through excellence in learning, pastoral care and faith formation.

Faith	Hope	Love
<p>Our curriculum:</p> <ul style="list-style-type: none"> • Engages and enthuses learners • Empowers pupils to confidently articulate their beliefs; • Sets high expectations for all pupils so that no child is left behind; • Encourages pupils to have resilience and faith in themselves. 	<p>Our curriculum:</p> <ul style="list-style-type: none"> • Allows pupils to be challenge themselves and each other; • Encourages pupils to work collaboratively to build on existing skills and knowledge and acquire ones also • Is continually developed through effective CPD and reflective dialogue and practice 	<p>Our curriculum:</p> <ul style="list-style-type: none"> • Promotes Gospel and British Values, loving and celebrating differences • Promotes self-motivation for a life-long love of learning; • Allows opportunities to serve others so pupils develop a sense of citizenship; <ul style="list-style-type: none"> • Develops physical and mental health

Sacred Heart's maths curriculum aims for pupils to:

- Have a positive attitude towards maths in school and the real world
- Be confident and fluent in mathematics with the ability to rapidly and accurately recall and apply knowledge in everyday life
- Efficiently and accurately calculate using mental calculations and written procedures
- Be critical thinkers who work collaboratively to solve problems
- Confidently use mathematical language to reason and justify their responses

Sacred Heart Catholic Primary School – Curriculum Implementation for Mathematics

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We follow the National Curriculum statutory requirements by using the White Rose Maths Scheme as the foundation for long term and medium-term planning. Each subject has a curriculum map which shows not only the knowledge and skills but how these are built upon each year. It is a cumulative curriculum, so that once a topic is covered it is met many times again in other contexts to reinforce pupils' understanding. Where possible, cross-curricular links are made to deepen the learning experience so that pupils 'learn more, know more, remember more' (Ofsted, 2019). Special curriculum days and weeks such as Number Day, Maths through Stories Day, Times Tables Rockstar Day and STEM Week are celebrated throughout the year to enhance the mathematics curriculum as well as expanding the children's love for mathematics.

We implement our approach through high quality teaching delivering appropriately challenging work for all individuals. To support us we have a range of concrete mathematical resources in classrooms including Numicon, Dienes and counters. We also use a range of planning resources including those provided by the White Rose Hubs, NCETM and NRICH. In line with the maths mastery approach, we continue to focus on fluency, problem solving and reasoning skills. This year we have a particular focus on fluency and recalling key facts. To support this, we have relaunched NumBots & Times Tables Rockstars for home learning for Year 1 to 6. We also celebrate these achievements in assembly with 'Maths Champion' & 'Maths Maestro' certificates. We continuously strive to better ourselves and frequently share ideas and things that have been particularly effective. We also take part in training opportunities and regional networking events. Through our teaching we continuously monitor pupils' progress against expected attainment for their age, making formative assessment notes where appropriate and using these to inform our discussions in termly Pupil Progress Meetings and update our summative school tracker (Target Tracker). The main purpose of all assessment is to always ensure that we are providing excellent provision for every child.

Sacred Heart Catholic Primary School – Curriculum Impact for Mathematics

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- Impact of our curriculum is measured through qualitative and quantitative data.
- Teachers use assessment for learning strategies to evaluate, adjust and maximise the impact on pupil outcomes.
- Attainment and progress in house as well as statutory data is monitored closely by the curriculum and subject leads. Termly progress meetings identify pupils who need additional support. These are also used strategically to identify future CPD.
- Qualitative data in the form of pupil voice or from pupil, parent and staff surveys are also used to measure impact.
- These regular monitoring cycles for leaders at all levels as well as external validation such as our MEP help to triangulate the impact and are used to measure impact and adapt and refine our provision through strategic planning.
- KS1 were moderated externally in May 2022 by 2 Merton moderators in R/W/M – all judgements were moderated as 'accurate' Y2 teachers were commended for their accuracy of assessment and knowledge of the children's attainment and progress.

2022 Statutory Data

	Expected Standard	Greater Depth	
EYFS GLD	70%		Exceeds 2022 Merton and National averages
KS1	76%	25%	Exceeds 2022 Merton and National averages
KS2	75%	25%	Exceeds 2022 national averages and is in line with 2022 Merton averages.

Pupil Voice

90% of pupils enjoy maths – the second most popular subject in the school.

Pupils are at the heart of what we do. We regularly encourage pupil voice and here are some of their quotes:

- “My favourite type of activity in maths is when we use maths resources like counters and dienes.” Year 2 pupil
- “My favourite type of activity in maths is when we use concrete maths resources.” Year 6 pupil
- “I enjoy maths most when I do, you do, we do.” Year 3 pupil.
- “I enjoy maths most when we can draw on our mini whiteboards to show our working.” Year 5 pupil.