MATHS CURRICULUM AT SUCKLEY SCHOOL

Intent	Implementation	Impact
At Suckley School, we believe that children should leave primary education as confident, resilient mathematicians with a deep conceptual understanding of the skills required to approach any maths problem. Our mission is to enable all learners to enjoy and succeed in mathematics. We would like our learners to: 1. Calculate fluently and manipulate numbers. 2. Think logicall, reason and solve problems in a range of contexts. 3. Confidentially communicate using precise mathematical language while becoming mathematical thinkers. 4. Develop a positive attitude towards maths and be able to use it effectively in real-life scenarios.	To ensure whole-school consistency and progression, Mathematics at Suckley School is planned and sequenced using White Rose Maths. This is fully aligned with the National Curriculum. Mathematical topics are taught in blocks, to enable the achievement of 'mastery' over time. Independent work provides the means for all children to develop their fluency further, before progressing to more complex related problems. Practise and consolidation play a central role with carefully designed variation which builds fluency and understanding of underlying mathematical concepts. In addition, the following are used to support the teaching and understanding of mathematics further: • Flashback Four and Maths Basic Skills to aid fluency. • TARA Maths reasoning activities. These problem-solving activities prompt discussion and reasoning, as well as promoting an awareness of maths in relatable real-life contexts that link to other areas of learning. • Throughout EYFS and KS! And then into KS2, activities are presented regularly with objects	Some children can underperform in maths because they think they can't do it or are not naturally good at it. Our approach addresses these preconceptions by ensuing that all children experience challenge and success in maths by developing a growth mindset. It is imperative that the children have a secure understanding of each mathematical concept before moving on. We ensure that the children have understood the maths by using assessment for learning throughout the lesson, identifying and addressing any misconceptions as and when they arise. Where possible teachers and teaching assistants are then able to deliver to targeted focus groups, provide interventions and boosters based upon the assessment to ensure all children are ready to move on. We can use this assessment to evaluate the knowledge, skills and understanding that the children gain as they progress from Reception to Year 6. In addition, we can report upon whether or not: • Pupil fluency has improved. • Children can verbalise their thinking. • Children can respond in full sentences and reasoning.

	(concrete manipulatives) and pictorial representations. • NCETM PD Spine used to support staff with their own knowledge and understanding.	• Children can approach problems with a 'Can do!' attitude. • Pupil voice suggests a positive attitude to maths. • These factors help us to maintain high expectations and high standards in mathematics, with achievement at the end of KS2 in line with the national average.

Suckley Values: Independence, respect, honesty, kindness, determination and perseverance. • Opportunities for children to work independently. • Showing respect of others children's ideas by listening respectfully to others when working in a collaborative group. Determination to succeed when solving problems that require different approaches. • Perseverance despite an ambitious curriculum that is challenging for all pupils.	**Cultural Capital:** With our firm belief that knowledge is transferable, our pupils are given every opportunity to participate in a wide range of learning experiences beyond their classroom. These experiences include trips to museums, theatres, adventure centres and community projects in and around our local area and beyond. They are also given regular opportunities to participate in school and national competitions to encourage more positive attitudes towards Mathematics. When beginning their primary school journey in the EYFS, many children arrive with different and sometimes more limited experiences than others. Therefore, our aim is to give children the knowledge and skills to prepare them for what comes next in their lives, whatever the starting point. This includes the relevant vocabulary needed throughout their education and the opportunity to link maths to real-world problem solving.