

## **The Intent of our Mathematics Curriculum**

At Osmotherley Primary School our intent for mathematics is to teach a rich, balanced and progressive curriculum using Maths to develop fluent conceptual understanding in each area and to reason and problem solve.

Teachers and governors are kept regularly informed of developments in our mathematics curriculum. Teachers are supported in their roles ensuring confidence in the progressive skills and knowledge that they are required to teach.

Our curriculum allows children to better make sense of the world around them, relating the pattern between mathematics and everyday life. Our progression ladder forms our calculation policy aligned with our school scheme: White Rose Maths and additional use of NCETM Teaching for Mastery resources.

The Mathematics progression ladders show clear and coherent progression in line with age related expectations. Pupils are challenged and pupils who are identified as SEND are supported in order to have full access to the mathematics curriculum in our school. Our class working walls are designed to aid children through each maths strand, linking with the progression of White Rose small progressive steps which clarify sequential learning.

## **The Implementation of our Mathematics Curriculum**

We implement this area of the curriculum to promote the view that mathematics is an important discipline that helps us to understand the world.

We want all pupils at Osmotherley Primary School to experience the satisfaction and enjoyment of progressive understanding and mathematical skill.

We use mistakes and misconceptions as an essential part of learning as we address these through overlearning and deliberate practice, providing challenge through rich and sophisticated problems once fluency is achieved.

We aim for all pupils to:

- become fluent in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- be able to solve problems by applying their mathematics to a variety of problems with increasing sophistication, including unfamiliar contexts and to model real-life scenarios

- reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language
- have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately to be successful in mathematics.

### **The Impact of our Mathematics Curriculum**

The impact of our mathematics curriculum is that children progressively embed mathematical skills and knowledge as they move through the school. Their recall speed and accuracy improves progressively as they use deliberate practice and recall checks at two, six and twelve week intervals once a mathematical unit has been completed. Pupils understand the relevance of what they are learning in relation to real world concepts.

Our maths books show a coherent and clear progression through the school and fidelity to the White Rose small progressive steps and sequential learning. Our feedback and interventions of overlearning and deliberate practice where appropriate and necessary, are supporting children to strive to be the best mathematicians they can be with acquired age-expected skills, facts and a continually deepening conceptual knowledge, confidence and automatic recall of core multiplicative and additive facts.