Mount Carmel Roman Catholic Primary School
Mathematics Curriculum Statement
September 2020

At Mount Carmel Roman Catholic Primary School, we want every child to be happy and enthusiastic learners of Mathematics. They should be eager to achieve their potential in order to fulfil their God-given talents. We firmly believe that the recipe for success is high quality teaching and challenging experiences. These are central to the life of our happy and caring school.

Intent – What we are trying to achieve?

- Our principal aim is that children leave Mount Carmel Roman Catholic Primary School with a wide range of happy memories in Mathematics. These are formed through challenging and exciting experiences that enhance a child's awareness of their own abilities and strengths as a learner. We aim to ensure that children see learning in Mathematics as an ongoing process not a one-off event.

- Children will meet the National Curriculum expectations in Mathematics, which are taught by highly-enthusiastic teachers, who will support them to develop mastery of core concepts and inspire enthusiasm and an interest in Mathematics.

- Our children will study a high quality Mathematics curriculum that is challenging and addresses the most important conceptual knowledge and understanding that they need as they progress throughout their Primary education. It should also be enjoyable each day.

- Children will develop into independent learners with inquisitive minds who have secure Mathematical foundations and an interest in self-improvement. This will enable them to make connections in learning leading to greater depth understanding and showing that they are ready-to-progress. They will be confident Mathematicians who are not afraid to take risks.

- Opportunities will exist for children to experience learning beyond the classroom. This will allow them to enrich their knowledge by undertaking investigations in Mathematics outside of the classroom, applying Mathematics skills to curriculum science and topic work, and engage parents in home activities.

- Children will understand how Catholic virtues and British Values relate to Mathematics.

Implementation – How do we translate our vision into practice?

- Mathematics is taught for at least one hour each day. Further opportunities to develop and apply Mathematics skills are provided for Year 6 children to begin their school day at 8.00a.m. and join a "Mathematics Club" for an additional 45 minutes.

- The Subject Leader for Mathematics meets with the whole school at the start of the academic year and informs staff about standards, expectations and school priorities for the forthcoming year.

- Carefully designed schemes of learning in Mathematics ensure consistency and progress of all learners across the Key Stages. Pupil progress is assessed every ten weeks, throughout the year, followed by Pupil Progress meetings with the Senior Leadership Team.

- The focus on a mastery approach to Mathematics will ensure that pupils acquire an in-depth, long-term, secure and adaptable understanding of the subject.

- Pupils will make logical connections across Mathematical ideas to develop their Mathematical vocabulary, fluency, reasoning and competence in solving increasingly sophisticated problems.

- Learning Objectives in every Mathematics lesson are clearly displayed and explained in order to guide children to achieve their potential. This ensures work is demanding and matches the aims of the curriculum.

- High quality teaching responds to the needs of children. Spiral learning is a key focus of all formative and summative assessment with teachers actively marking work in lessons, and children self-assessing, in order to identify and address misconceptions early.

- The "Times Tables Rock Stars" scheme was launched in September 2020 enabling all children from Year 1 to Year 6 to practise and embed their multiplication and division core skills. "Numbots" was also introduced to secure knowledge of number bonds and addition and subtraction facts for Early Years and Foundation and Year 1. White Rose Maths Premium

Resources is also used to support the teaching and assessment of the National Curriculum both in school and during periods of home-learning.

Impact – What is the impact of our curriculum on our children?

- Children are happy and confident learners within Mathematics. They experience a wide-ranging of learning challenges and know the appropriate responses to them.

- Through Mathematics, children deepen their appreciation of their faith and fulfil their God-given talents.

- Children of all abilities achieve well in Mathematics. This is reflected in outstanding progress that reveals a clear learning journey. Children talk enthusiastically about their learning in Mathematics and are eager to further their learning in the next stages of their education.

- Clear outcomes focus and guide all Mathematical development plans and drive improvement.

- Children will become fluent in the fundamentals of Mathematics. Through varied and frequent practice with increasingly complex problems over time, pupils will have the conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

- Children will be able to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, developing an argument, justification or proof using Mathematical language.

- Children will solve problems by applying Mathematics in a variety of scenarios with increasing sophistication, including breaking down problems into a series of simpler steps and persevering to seek solutions.

- Fundamental British Values are evident in Mathematics and children understand how Mathematics can recognise differences.

- Learning in Mathematics will ensure children understand how Mathematics is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment.

- Through wider experience in Mathematics, children will have opportunities to explore key concepts that explore such topics as Mathematics in nature, technology, computing, physical education and science.