



## Ludgvan School – Maths Curriculum Statement

### **INTENT** - what we aim to achieve through our maths curriculum:

We use White Rose as a spine but use other resources/ programmes and fluency to support maths teaching and learning. Mathematical fluency and understanding of numbers are crucial to a pupil's future success and are taught in depth. We want pupils to leave Ludgvan School with a positive attitude towards Maths. Pupils have a secure understanding of key mathematical concepts, are fluent in their recall of all areas of math and can solve problems in a variety of different ways. Pupils understand the importance of maths in their daily lives and know how it relates to the real world. Pupils explore the purposes of maths within a context as well as its meaning within their own life and future. Mastery to support higher achievers in addition to Varied Fluency and Reasoning and Problem Solving opportunities.

### **Oracy in Maths**

Oracy is a core element of our maths teaching to enable pupils to articulate their ideas clearly and develop a deeper understanding of the maths. Through the teaching of subject specific vocabulary and stem sentences, Pupils develop their understanding of key mathematical concepts, which enables them to communicate and reason effectively. By giving pupils correct vocabulary, all are able and confident to access the learning and explain their thinking.

### **IMPLEMENTATION** – how we deliver our maths curriculum:

All children are encouraged by the belief that by working hard at maths they can succeed. Pupils are taught through whole-class interactive teaching, where the focus is on everyone working together on the same lesson content at the same time- I do, we do, you do. This helps pupils to become fluent and master concepts before moving to the next part of the curriculum sequence, maximising the opportunities for all to make good progress. Pitch questions are used to support and challenge learning start points with adult support to promote independence when ready.

Daily mathematics lessons are taught in each class. In lessons, prior learning is highlighted at the end of the lesson in flashback 4. In a typical lesson the teacher leads back and forth interaction with the pupils, including questioning, tasks, explanation, demonstration, and discussion. Pupils then participate in practice that both reinforces their fluency and develops their conceptual understanding. We use concrete and pictorial representations to help children explore and demonstrate mathematical ideas enriching their learning experience and deepening their understanding. This concrete - pictorial - abstract approach helps them to cement their knowledge and truly understand what they've learnt.

Quality talk, using correct mathematical terminology and full sentences, is also strongly emphasised in the daily maths lessons. This helps develop the children's reasoning and problem solving skills. All children, including those who have SEND, EAL or are disadvantaged, are supported to fully access the maths curriculum. This support includes visual representations, stem sentences and vocabulary as well as planned small steps to structure learning. To ensure all children access the curriculum, targeted support by intervention teachers is delivered as needed.

### **IMPACT** – How we will know how successful our maths curriculum is:

Pupils at Ludgvan School enjoy maths and feel that they can succeed in lessons. They understand that everyone can achieve in maths and that through effort they can make progress. Pupils can make connections between different aspects of the maths curriculum and use this knowledge to deepen their understanding. They can use maths in context and know how maths is relevant to everyday life. Pupils have a range of strategies that they can use to solve mathematical problems in different contexts. Pupils can talk about mathematical concepts clearly using correct subject specific vocabulary.