

Curriculum Intent for Maths



Your curriculum Intent is your plan of what you want pupils to know and be able to do, at different stages and by the time they leave school.

The intent of the curriculum is the content you expect children to learn. More simply, the intent of the curriculum is the curriculum, or as Spielman puts it, “what [curriculum leads] expect pupils to know by certain points in their life”.

Curriculum Content	<p>The present Maths framework was introduced nationally in September 2013 and was implemented in Kings Road in 2014 except for Year 2 and 6. These two year groups continued with the old framework until SATs were completed in Summer 2015. Teaching to the new framework for all began in September 2015. All teachers were aware that the transition from the old framework to the new would leave some areas of the curriculum not covered as certain topics were moved into different year groups - usually downwards. This meant teachers were thoroughly aware of the contents of both curriculums in order to ensure that no gaps occurred in the pupils' knowledge.</p> <p>All pupils study:</p> <ul style="list-style-type: none">• number• measurement• geometry. <p>From Year 2, statistics is added.</p> <p>Ratio, proportion and algebra are added in Year 6.</p> <p>Yearly Learning Objectives and Skill-Based Progression Ladders for Maths are available on request for all Year Groups. Relevant skills from the progression ladders can be found in other subject such as statistics in Science and using History and Geography as a basis for mathematical problems.</p>
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A termly plan for each year group from Year 1 to Year 6 is available. Each term is split into twelve weeks. As part of each overview, a significant amount of time is devoted to developing key number concepts each year. This ensures pupils build their fluency as number sense will affect their success in other areas of Maths.

As a result of staff CPD, Kings Road has been able to develop its long term planning and approach to Maths to follow the Mastery Scheme of Learning provided by White Rose Maths. Support on how to deliver this Scheme of Learning effectively is provided by Maths No Problem textbooks, Classroom Secrets resources and training from the NW1 Maths Hub. Maths Hubs are a DfE funded initiative with support from NCTL and the NCETM and aim to drive up standards in Maths. Singapore Maths has been studied by these groups and are models for the Maths schemes being delivered nationally. This has led to the development of the White Rose Scheme for Learning. Admission to the Maths hub ensures that Kings Road regularly receives updates on developing schemes and are aware of new initiatives as soon as they occur. The Maths team at Kings Road have looked closely at the scheme of work and have agreed to adopt it as the whole school Maths scheme of work. Using these quality resources, teaching and learning in the school is able to meet the National Curriculum objectives as well as project our learning beyond those horizons.

The aim is to help pupils acquire mastery of the subject. This will promote a deeper, long-term and secure understanding of Maths through fluency, greater confidence and the ability to solve problems. This gradual process, increasing in its demands, is planned for at each stage of the pupil's development. As children develop further mastery of the aforementioned elements, they are then challenged to apply these to other areas in the Maths framework. Within these opportunities, clear feedback is given in a variety of methods where children can edit and improve on their learning, as well as teach each other.

	<p>Access to ICT resources are improving all the time. iPads, tablets and computers are regularly used to support learning. Pupils have access to Education City and Purple Mash. These programs are being reviewed with the proposal to make them available from home to support learning across the curriculum so children can engage in first-hand experiences and read around the subject.</p> <p>Teachers are able to use pre-learning and post-learning assessment tasks to identify areas for development in the children's understanding before the teaching begins. It then enables them to identify children who need further intervention to understand the concepts being taught, ensuring all children gain an acceptable level of understanding to move learning on in Maths sessions.</p>
<p>Curriculum Rationale</p>	<p>Kings Road's Vision is to believe everyone should be free to develop and be encouraged to succeed. The school's Maths Curriculum is aligned with this vision. Children are free to develop as there is a clear focus to making fluency, reasoning and problem solving opportunities available to all learners, regardless of current ability. Through this approach, all children are given a wide range of challenging tasks which encourage application of problem solving skills in real-life contexts. For example, in area, problems are applied to current school change. This inclusive approach encourages all to succeed.</p> <p>At Kings Road Primary School we have developed a bespoke model of planning, teaching and assessing Maths through the whole school. This model is supplemented by resources, plans and strategies from a variety of places which support children who speak English as an Additional Language as well as embedding concepts and skills for children with special educational needs - both of which are key barriers to learning at the school.</p> <p>Maths at Kings Road Primary School is led by a Maths Lead who works with a Team to promote excellence and accountability in the teaching of Maths across the school. Through regular monitoring, high-quality professional development and a new team teaching approach with all teaching staff, the team are well placed to comment on teaching and learning in the school. There have been a number of</p>

	<p>staff development sessions on shared planning, questionnaires and lesson structure to equip staff well to know how to achieve breadth in their content.</p> <p>Formal Assessments take place towards the end of each term and the school uses the Rising Stars assessment tests. These are recorded on MAGs and T&P grids and progress is discussed with the HT and DHT at individual teacher meetings. Progress of pupils is regularly discussed at Key Stage meetings. Data collected is used to monitor and predict progression of individuals and recorded for the end of year expectations. Teachers also have access to White Rose assessment material based on the scheme of learning and use this at their discretion to assess pupil's development, understanding and progress. These tests are also frequently used at the start of a topic to assess pupils' prior learning which then informs planning. This assessment is then used by the Maths Team and Senior Leadership Team to identify areas that need strengthening in the school to ensure the curriculum is challenging and developing the learners.</p> <p>Mathematical language and reasoning skills are a key part of non-subject specific skills which are developed in the teaching and learning of Maths at Kings Road.</p>
<p>Curriculum Delivery</p>	<p>Skills-Based Progression Ladders (available on request) outline the reason for allocation of objectives to specific year groups.</p> <p>We believe, that following the success of our in-house trials of White Rose Schemes of Learning, a whole school approach has had a significant impact on teaching and learning of Maths in Kings Road School. The scheme is progressive and allows flexibility in its use. It covers all the curriculum requirements for both KS1 and KS2 SATs in a time frame that acknowledges the constraints that schools are under.</p> <p>All Year Groups begin with a focus on number and place value. This then moves on sequentially to calculation before building on top with wider topics such as fractions and measurements. These skills are then reinforced by use of them in later topics in the year (e.g. a measurement problem that requires</p>

	<p>conversion of units and therefore multiplicative knowledge and understanding). Progression through these topics is generally outlined in the White Rose Scheme. However, the teaching staff have been trained to adopt a Mastery Approach which means if they need to spend more or less time on a topic, then the children's understanding directs that learning. This consolidation also takes place outside of Maths subject time in other subjects.</p>
Curriculum Accessibility	<p>The Kings Road Primary School Maths Curriculum is bespoke for our pupils. All children engage with it, pitched at their level and there are a multiplicity of resources available and in and out of school to enable all to take part.</p> <p>One example of a bespoke approach the school uses is Talk4Maths. Talk4Maths is an approach to teaching and learning Maths which is based on talk and discussion. It asserts that Maths learning is taken in more when children are given the chance to explain their reasoning and describe different skills and processes. There are opportunities for children to internalise mathematic skills and concepts using oral retelling and actions. They then talk. Talk has been shown to develop mathematical understanding significantly; It also utilises concrete, pictorial and abstract concepts to deliver these to all learners. Those who follow a personalised curriculum also engage in this inclusive curriculum, using resources such as adult support, pre-teaching tasks and post-learning interventions.</p> <p>Cultural Capital in Maths is developed in school through free Maths Clubs and access to intra-school and inter-school competitions which engage learners. Staff at Kings Road Primary School are also able to visit and collaborate with external development which are then brought and tailored to pupils in the school.</p>