



## Mathematics Curriculum Statement

### Intent

The 2014 National Curriculum for Maths aims to ensure that all children:

- Become fluent in the fundamentals of Mathematics
- Are able to reason mathematically
- Can solve problems by applying their Mathematics

At Hawthorn Park, these skills are embedded within Maths lessons and developed consistently over time. We are committed to ensuring that children are able to recognise the importance of Maths in the wider world and that they are also able to use their mathematical skills and knowledge confidently in their lives in a range of different contexts. We want all children to enjoy Mathematics and to experience success in the subject, with the ability to reason mathematically. We are committed to developing children's curiosity about the subject, as well as an appreciation of the beauty and power of Mathematics.

### Implementation

The content, characteristics and features underpinning the 2014 Mathematics curriculum and the Maths curriculum at Hawthorn Park reflect the following principles to convey how our curriculum is implemented:

- Teachers reinforce an expectation that all children are capable of achieving high standards in Mathematics.
- The context of Mathematics is rooted in real life examples wherever possible to reinforce the value of the learning.
- The majority of children progress through the curriculum content at the same pace.

Differentiation is achieved by emphasising deep knowledge and through individual support and intervention.

- Teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge.
- Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts.
- Teachers use precise questioning in class to test conceptual and procedural knowledge and assess children regularly to identify those requiring intervention, so that all children keep up. Children's explanations and their proficiency in articulating mathematical reasoning, with the precise use of mathematical vocabulary, are supported through appropriate scaffolding provided by the teacher.

The school has created a medium term plan for each year group, based on the 2014 Maths curriculum, which ensures that all areas of the curriculum have coverage and revisiting across each year. Teachers use a range of external resources to support their short term planning and work collaboratively across parallel classes to ensure consistency for each year group.

In lessons, careful questions are used by adults to draw out children's discussions and their reasoning. The class teacher leads children through strategies for solving the problem,

including those already discussed. Children then progress to their independent learning where each question varies one small element to move children on in their thinking: during this time learning may be individual, paired or in groups, depending on the context. The lesson is drawn to a close through a period of reflection on the learning and application to a more complex problem, resulting in a shared discussion to reinforce the new skills and concepts learned.

Mathematical topics are taught in blocks, to enable the achievement of 'mastery' over time. Each lesson phase provides the means to achieve greater depth, with children who are quick to grasp new content, being offered rich and sophisticated problems, as well as exploratory, investigative tasks, within the lesson as appropriate.

The importance of overlearning key facts is valued through the daily use of Flurrish where children have the opportunity to rehearse number and calculation facts needed to underpin their deeper mathematical thinking. Pupil ownership of this learning is encouraged by motivating the children to beat their own previous scores and to track their progress.

Short, focussed intervention is deployed for those children not securing the expected learning within the lesson day by day and a more robust provision is implemented for those children not yet making the expected progress over time.

### **Impact**

Hawthorn Park has a supportive ethos and our approaches support the children in developing their collaborative and independent skills, as well as empathy and the need to recognise the achievement of others. Students may underperform in Mathematics because they think they cannot do it or are not naturally good at it. Carefully pitched teaching addresses these preconceptions by ensuring that all children experience challenge and success in Mathematics by developing a growth mindset.

Regular and ongoing assessment informs teaching, as well as intervention, to support and enable the success of each child. These factors contribute to improving standards for all ages and greater impact evidenced in those cohorts that have received consistently strong quality first teaching over a period of time, such as those achieving the expected and greater depth standards in mathematics at KS1. Attainment and progress continues to improve as those children progress through KS2, enhanced by targeted intervention for identified children.

Associated documents:

- Mathematics medium term plans
- Calculation Policy 2019
- Maths Policy 2019