



Altmore & Lathom Schools Federation

KS1 Maths Curriculum Intent/Policy

Subject Lead: Lynn Walton



Inspiring a love of learning in creative, confident and collaborative leaders of tomorrow.

<i>Intent</i>	<i>Implementation</i>	<i>Impact</i>
<i>The school's senior leadership team will:</i>	<i>The teacher sequence will:</i>	<i>Pupil Voice will show:</i>
<ul style="list-style-type: none"> ● Ensure that our school values are at the heart of the curriculum design. ● Ensure that appropriate time is given to develop, monitor and support staff. ● Provide an adequate budget to ensure that standards can continually be raised. ● Ensure that opportunities are given for individual's professional development. 	<ul style="list-style-type: none"> ● Ensure that curriculum maps are based on the White Rose yearly overviews which set the curriculum out in blocks enabling children to get to grips with different areas of maths through extended periods of time. These overviews are adapted to meet the needs of our children. ● Ensure that our resources allow us to use models and images to support learning in each area and enable the progression from concrete to pictorial to abstract. ● Ensure that alongside the White Rose materials other resources are used to ensure that our offer is rich and varied. These include NCETM, NRich, Third Space Learning. ● Expose children to a variety of different types of learning and to ensure coverage of fluency, problem solving and reasoning in different formats. ● Ensure that termly assessments (based on number and place value) and which help teachers to gather an understanding of their pupil's existing and developing knowledge and skills. ● Ensure that the correct mathematical vocabulary is used by all teachers and this is discussed with and explained to children who are then encouraged to use it independently when talking about maths. ● Further support children as part of their maths lessons for individuals or small groups where a need is identified. 	<ul style="list-style-type: none"> ● Children understand the relevance and importance of what they are learning in relation to real world concepts. ● Children know that maths is a vital life skill that they will rely on in many areas of their daily life. ● Children have a positive view of maths due to learning in an environment where maths is promoted as being an exciting and enjoyable subject in which they can investigate and ask questions; they know that it is OK to be 'wrong'. ● Children are confident to 'have a go' and choose the equipment they need to help them to learn along with the strategies they think are best suited to each problem.



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- *Develop fluency through repeating, reinforcing and revising key skills; daily arithmetic takes place in all classes.*
- *Provide opportunities for children to practice and perfect their calculation strategies including giving them the opportunity to make appropriate decisions when estimating, calculating and evaluating the effectiveness of their chosen methods.*
- *Provide feedback to children in a variety of ways to ensure they are well informed and making visible progress.*
- *Encourage children to discuss their thoughts, ideas and methods with a partner, group or the teacher.*
- *Ensure that activities are varied to suit different children and their learning preferences; developing reasoning remains one of our key focuses.*
- *Provide investigative tasks (ie Mad Maths) to allow children to follow lines of enquiry and develop their own ideas, justifying and proving their answers.*
- *Provide opportunities for children to work both collaboratively and independently when solving problems which require them to persevere and develop resilience.*



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<p>As a subject leader I will:</p>	<p>The classroom will:</p>	<p>Displays and books will show:</p>
<ul style="list-style-type: none"> ● Ensure our curriculum is a rich, balanced and progressive curriculum using maths to reason, problem solve and develop fluent conceptual understanding in each area. ● Understand the expectations of the National Curriculum for Maths and articulate this to teachers and support staff to support the delivery of this subject. ● To ensure a concrete, pictorial, abstract approach provides children with a clear structure in which they can develop their depth of understanding of mathematical concepts. ● Review the curriculum and the teaching of maths to ensure that it is current and effective and that children have access to a high quality maths curriculum that is both challenging and enjoyable. ● To ensure the smooth transition for children between key stages. ● Provide regular high quality training for all staff to develop their pedagogy and the skills and knowledge needed to teach maths. ● Ensure that good practice is always shared between staff. ● Ensure that resources purchased are appropriate and are of high enough quality, to ensure all children have the right tools and materials to access their learning. ● Raise the profile of maths by ensuring high quality maths displays and involvement in 'celebrations' such as 'Number Day' and 'World Maths Day'. 	<ul style="list-style-type: none"> ● Provide a safe and stimulating atmosphere where children will learn more and remember more over time. ● Contain appropriate high quality resources equipment for each area of the math's curriculum ● Have table tops displays with interactive questions for children to answer. ● Support children to remember more and celebrate children's achievements and the strategies they are using to solve problems by displaying current and Anchor Charts. ● Be organised so that children can work in small groups or whole class as appropriate to support children in their development of their skills. ● Be organised so that key vocabulary is displayed to support children with their 'maths talk'. 	<ul style="list-style-type: none"> ● Key methods and strategies children have used. ● A clear learning journey which demonstrates progression of knowledge and skills that over time. ● That children are able to access the learning through differentiated activities. ● Evidence work of a high standard of which children clearly take pride. ● The range of activities demonstrate good coverage of fluency, reasoning and problem solving. ● Our feedback and interventions support children to strive to be the best mathematicians they can be, ensuring a high proportion of children are on track or above.
<p>The class teacher will, with support from myself:</p>	<p>The children will be :</p> <ul style="list-style-type: none"> ● Familiar with the classroom resources and can access them independently when needed. ● Engaged because they are challenged by the curriculum. ● Resilient learners who overcome barriers and understand their own strengths and areas for development. ● Develop a growth mindset and positive attitude towards mathematics. ● Problem Solvers who can reason, think logically, work systemically and apply their knowledge of mathematics. 	<p>As the subject leader I will:</p> <ul style="list-style-type: none"> ● Celebrate the successes of children through planned school displays. ● Monitor that standards in maths to ensure the outcomes are at the expected standards through regular learning walks, observations, pupil voice and book looks. ● Audit resources and equipment regularly so that children have materials of high quality and accuracy to support their learning.



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- Plan carefully to ensure that lessons and activities meet the needs of all children in the class.
- Provide our children with a variety of mathematical opportunities, which will enable them to make the connections needed to achieve greater depth in learning.
- Ensure that Maths content is taught in blocks which allows children to explore skills and knowledge in depth and gain a secure understanding of a particular subject matter.
- Ensure that the structure of the mathematics curriculum shows clear progression in line with age related expectations.
- Ensure that resources are appropriate, of high enough quality, to ensure all children have the right tools and materials to access their learning and to enable progression from the concrete to pictorial to abstract.
- Revisit key knowledge and skills regularly to allow repetition to embed learning.
- Aim to ensure that maths is a high profile subject which children view positively and with a 'Can do' attitude.

- Confident and proficient with number, including fluency with mental calculations and able to make connections between numbers.
- Independent learners who work co-operatively with others.

- Provide CPD support (when appropriate) to ensure that the impact of my subject covers a breadth and depth of learning.
- Consider how well our children are prepared for the next stage of their education.
- Ensure all children, including disadvantaged and SEN, have made progress.
- Report to Governors about the above mentioned items