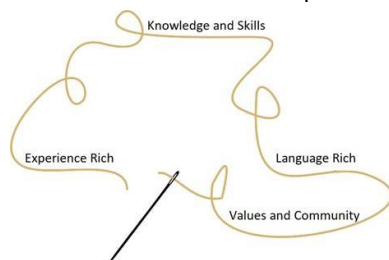




Mathematics Intent, Implementation & Impact Statement

At Gorse Hill School, we believe in the unlimited potential of every child – that *Every Child Can*. As a result of this, we have carefully designed a curriculum which is underpinned by 4 Golden Threads.



We have carefully chosen our Golden Threads because they are unique to our school context and setting:

- **Language rich:** Over 60% of our pupils have English as an additional language so it is our intent that our pupils will develop a wide range of subject specific vocabulary and apply this within their learning.
- **Knowledge and skills:** It is our intent that our pupils will develop mastery across the curriculum as a result of a carefully sequenced curriculum which builds progressively on knowledge and skills.
- **Experience rich:** Our intent is for every child to be motivated, curious and excited in their learning and across all curriculum areas. Our intent is for our curriculum to provide all children with an invitation to learn and a breadth experiences that enriches their learning and enables them to transfer their skills across all curriculum areas.
- **Values and Community:** Our intent is for all children to embrace and develop a shared set of values – our school's **CARE Values**. We want all children to understand the communities that they are part of and their developing personal values to prepare them for life in an ever-changing and modern world.

Our Intent for our Mathematics Curriculum:

At Gorse Hill School, our 4 Golden Threads underpin our curriculum intent enabling our pupils to achieve the following in Mathematics:

- Become fluent in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios.
- Reason mathematically by following a line of enquiry, and develop and present justifications, arguments or proofs using accurate mathematical language to communicate with clarity.
- Have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately to be successful in mathematics.

The Mastery Model of Learning: Mathematics is an important creative discipline that helps us to understand and change the world we live in. We want all pupils at Gorse Hill School to experience the beauty, power and enjoyment of mathematics and develop a sense of curiosity about the subject. At Gorse Hill School, we foster positive 'can-do' attitudes, believe all children can achieve in mathematics, and teach for secure and deep understanding of mathematical concepts so that they can be applied across different contexts and in real life situations. We use mistakes as an essential part of learning and provide challenge through rich and sophisticated problems before acceleration through new content.

Implementation:

The National Curriculum is the starting point of our curriculum design. It has been used to drive our curriculum design, in order to ensure the aims of the National Curriculum are met, and it has been used to inform the choices we have made about the content that we teach at Gorse Hill School.

In Early Years and Year 1, maths is taught through carefully planned adult-focused activities alongside a continuous provision approach based upon the relevant Early Learning Goals (EYFS) or the National Curriculum Statements (Y1). In Years 2 – 6, maths learning is planned from the National Curriculum statements, which are grouped into units and divided into manageable steps using the 'Can Do Maths' road maps to create a coherent

mathematical journey through the learning at each stage. Learning is sequenced into small, manageable chunks that progressively build on prior learning.

Daily Maths Lessons	
New Learning	
Learning together: support, challenge and practise	
Do-it	Secure-it
Deepen Your Understanding	

Lesson Design:

- 1) Key Learning Point (LI)
- 2) Introduction, hook (real-life context), modelling
- 3) Practise together
- 4) Do-it: developing fluency through the practice of standard and non-standard examples
- 5) Secure-it: mistakes or misunderstandings (true or false, spot the mistake, reason and explain)
- 6) Deepen Your Understanding (DYU): new problems; new contexts; empty box; always, sometimes, never; prove it, explain and communicate mathematical thinking
- 7) Review

Maths On Track Meetings (MOT)
Practise, consolidate, intervene
Skills sessions
Arithmetic/ Intervention/ Practise to make skilled/ Developing fluency

MOT:

- Developing mathematical fluency through:
- 1) Revisiting addition/ subtraction strategies
 - 2) Revisiting multiplication/ division strategies
 - 3) Fact Fluency (number bonds, multiplication and division facts)
 - 4) Deliberate practice (past and present units)

Impact

Our intended impact is that by the time our pupils leave Gorse Hill School, they will have developed:

- Mathematical fluency based on rapid and accurate recall and conceptual understanding.
- A love of mathematics, including number, geometry and reasoning, and a desire to develop their mathematical knowledge and skills further in their next phase of education.
- A confidence in their ability to solve a variety of mathematical puzzles and problems that they may experience in every day life.