

St Francis' Catholic Primary School,
Goosnargh

Curriculum Intent, Implementation and Impact

St. Francis' Catholic Primary School

LIVING FEELING DREAMING

Living our life as Jesus taught us Feeling the Gospel Values Dreaming of bright futures for all

As children of God, we care for each other and we always try to do our best'

MATHS

At St.Francis' Catholic Primary School the curriculum encompasses our Mission Statement:

Mission Statement

Everyone at St.Francis' Catholic Primary School and Pre-School tries to be like Jesus. We work together to make our school and community a welcoming and happy place to learn. Made in the image of God, we care for each other and we always try to do our best.

Intent

The study of Mathematics develops children's abilities to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics.

We want all children to have confidence in their Mathematical abilities and develop into enthusiastic and successful problem solvers, ready for the next stages in their school careers and academic stages of development. We aim to make mathematics an exciting and varied experience to enable children to flourish and achieve.

EYFS children are given every opportunity to develop their love of Mathematics through immersing themselves in a supportive environment and they have a range of resources specifically to enhance the teaching and learning of Mathematics. We want children in the EYFS to have a hands-on experience and have an understanding of mathematics through a 'mastery readiness' approach, understanding number through a variety of mediums.

Children use and apply their knowledge, skills and understanding in a range of different situations. We aim to ignite children's love of Mathematics through activities and learning both indoors and outdoors. We want all children to have confidence in their Mathematical abilities and develop into enthusiastic and successful problem solvers, ready for the next stages in their school careers and academic stages of development.

We want children in the EYFS to have a hands-on experience and have an understanding of mathematics through a 'mastery readiness' approach, understanding number through a variety of mediums.

Our medium and long term plans and sequencing of lessons follow the White Rose mastery approach (Reception through Year 6) where the goal is to deepen understanding so that each lesson builds upon the last. Mathematical concepts and skills are broken up across the key stages. A concept is taught and will be revisited the following year, but in greater depth in order to build upon prior knowledge. We start with number (place value, addition/subtraction, multiplication/division [KS2]) which is consolidated first before moving on to measurement, statistics and geometry. This is important as the children will then be able to use their number skills and then apply it to the other mathematical disciplines.

A progression map for each area for maths is used by the teachers so that they understand the steps of progression required to build on learning. We use the DfE 'Ready to Progress' criteria to support children who have gaps in knowledge and need tailored support based at their individual level. We tailor our sequential plans to individual classes and needs, using White Rose Maths mixed age planning. Staff are aware and sensitive to the needs of all pupils. We ensure that all pupils have access to the curriculum and utilise a wide range of maths manipulatives that are demonstrated in the White Rose approach. Based on the mastery approach, pupils who are sound with their fluency deepen their understanding with reasoning and problem solving.

Pupil individuality and worth

We believe that each person is a unique creation of a loving God and has been endowed with particular gifts to be developed and used for the service of others.

We believe that all pupils should have full access to the curriculum regardless of sex, race, religion, culture or special educational needs and disability.

Breadth, balance and creativity

The aim of our curriculum is for children to be genuinely interested in what is being taught, for all to be motivated and fully access well sequenced lessons that are engaging and accessible, yet ambitious for all.

We believe that all pupils are entitled to a broad balanced and creative curriculum, experiencing a wide range of activities in order to appreciate and better understand themselves and the world in which they live.

Children acquire knowledge through a range of different subjects and experiences which prepares them as future citizens. Our children are intellectually developed and in addition to curriculum knowledge, long term memory is built through interconnections of ideas, concepts and skills across all subjects. We have high ambition for all of our children.

Continuity and progression

We believe that all our pupils should enjoy the maximum benefit from continuity of learning and planned progression both within the school and on transfer to another school.

Relevance and adaptability

In all of our subjects, we have reflected upon what it means for us to have high expectations and ambition for all. One size does not fit all and we are responsive to all learners in school.

Quality first teaching means that children's needs will be met through inclusive and effective teaching. By creating an emotionally supportive environment, breaking down complex content, sequencing learning within lessons, reducing distraction, rephrasing questions, intervening at the right time, providing the right support, providing the right resources and using effective teaching and learning strategies.

We believe the curriculum should be adapted to meet the needs, aspirations and interests of pupils and prepare them for the demands of a changing society and contribute to its development for the common good. The curriculum should also relate to their level of maturity and provide for enjoyment and fulfilment.

Implementation

Planning the curriculum

Teachers plan the maths curriculum according to the agreed programme which ensures that the children experience a wide range of knowledge and skills throughout each Key Stage as stated in the National Curriculum. Due to mixed age classes, we have yearly cycles which are planned to support sequential learning, supporting children to know more and remember more. We use White Rose maths mastery to plan and support teaching and learning.

Teaching across the school is a gradual progression. EYFS start with working with concrete manipulatives, and using fine and gross motor skills for real-life maths. There are significant links made to everyday life and can be seen through continuous provision. We have a continuous provision for maths in the caterpillar room, to stimulate, challenge and support mathematical learning and the characteristics of learning.

We are part of the National NNW Maths Hub – with a focus on Readiness for Mastery. This is implemented across EYFS and KS1 to support in the foundational development of understanding number to ensure children at this fundamental stage are secure with number before moving on – to support progression of learning and understanding. Being part of the Hub was put in place due to lockdown and the impact of covid on the youngest children in school.

By working with experts and other teachers across the north west, we can identify the needs of the children and support them with a well- thought out curriculum.

We have developed our own planning format for each unit of work to identify the knowledge to be taught and learnt, the skills to be developed and the links with other curriculum areas to be promoted.

We begin each topic with a focus on 'LIVING, FEELING, DREAMING' LIVING our lives as Jesus taught us, FEELING the Gospel values and DREAMING of bright futures for all. We begin with Big thinking questions and we have an exciting topic 'launch' to engage our children and bring learning to life.

Professional development opportunities (individual and whole school) are provided for teachers to further develop subject knowledge and expertise.

Progression - The teaching and learning of knowledge and skills

There is an agreed plan for the continual progression of the teaching and learning of knowledge and skills to be developed in the children.

Adaptive Teaching

All children learn in different ways and at different speeds. Adaptive teaching begins by having the same learning intentions for all pupils without lowering expectations. In order for all children to achieve these learning intentions it will be necessary to adapt teaching.

In lessons, adaptations may include:

We adapt learning for all through a variety of ways:

- Using technology such as multimedia presentations, educational apps, or interactive online tools can help engage children and provide opportunities for personalised learning.
- Simplified versions of resources e.g. fraction grids
- Printing a copy of teacher modelling or displaying this to refer back to throughout the lesson
- Having manipulative kits available at all times
- Active learning strategies such as group work, role-playing, or debates can help engage students and encourage participation.
- Encouraging collaboration between children can help build relationships and foster a positive learning environment.
- Providing regular feedback
- Encouraging pupil autonomy by allowing them to take ownership of their learning can help increase motivation and engagement

Provide opportunity for all pupils to experience success by:

- Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.
- Balancing input of new content so that pupils master important concepts.
- Making effective use of teaching assistants.

We believe children should be genuinely interested in what is being taught and our curriculum is designed to allow all learners to make connections and remember more.

Consolidation

The knowledge the children have gained in a unit of work is constantly revisited to reinforce learning such as at the beginning of a new unit of work. This is to ensure that the knowledge is embedded and retained to inform and link with new units of learning. The teaching of skills are consolidated with each new unit of learning.

Challenge

Opportunities for extension activities are built into the teaching of a unit of learning according to the age and ability of the children in order to provide stretch and challenge and greater understanding for all learners.

Enrichment

Opportunities for a wider understanding of the curriculum are incorporated into the planning of a unit of learning. This may include extension opportunities, such as research, and other activities such as visits to local places of interest.

By the time children leave our school, they will have access to a well-rounded curriculum with excellent curriculum experiences to:

- Raise money for charity
- Take part in a young enterprise initiative
- Take part in national theme weeks
- Visit an art gallery
- Dress up
- Watch a pantomime
- Experience a residential outdoor education visit
- Learn to play a musical instrument
- Learn to speak Spanish with National Curriculum requirements
- Visit a museum
- Visit a farm
- Write a story and send it to an author
- Write a poem and send it to a poet
- Participate in sporting competitions and enrichment opportunities
- Learn to swim
- Perform in a school drama production
- Visit a contrasting place of worship
- Link with other schools and attend community events

- Experience reflective theme days and awareness days
- Enjoy free forest schools activities
- Be a buddy to younger children in school
- Engage in a STEM project
- Enjoy gardening
- Bake for a purpose
- Organise and lead children leading children initiatives such as lunchtime clubs
- Take part in a music competition with other schools
- Learn how to be kind
- Be ready for our world

Continuity

Teaching and learning links with many other areas of the curriculum to support the whole development of the children as stated in our mission for the school.

Impact

We are able to monitor and evaluate the impact of teaching through our embedded self-evaluation procedures. This will enable us to know if the curriculum is successful or not. These procedures include curriculum review in staff meetings, book looks, ongoing assessment, reinforcement of knowledge before a new unit of learning, talking to children and professional development opportunities. These procedures enable us to review provision in order to ensure that the curriculum meets the needs of the pupils as stated in our intent.

The information gleaned from these strategies will provide the future action for the annual Improvement Plan in order to improve teaching and learning further.

Our children achieve highly and they enjoy a broad curriculum. They speak joyfully about what they have learnt and remembered.

Assessment

Progression is mapped out through the school using long term planning, which shows what topics are covered across each year group. We utilise summative assessments each half term (White Rose Assessments) and end of unit assessments. We also use student self-assessments to understand where pupils feel they are in their learning journey. Books show progress for each child over time and in lessons by: having work that is pitched at the right level, it gets increasingly challenging, there is verbal or written feedback recorded to address misconceptions. If there were books (individual or a cohort) where progress is not evident then a coaching conversation with the member of staff would take place as well as a talk with the pupil(s) to address the issues.

At the end of KS1 and KS2 students will be in line with national (expected and greater depth) with progress and attainment to be at least good across KS1 and KS2. Most pupils will have a love of maths. Pupils will be able to have discussions and “think mathematically” and use skills such as reasoning, generalising and working systematically. Utilising Cultural Capital, our children learn maths as something that is fundamentally useful and can link it to real life situations (keeping track of time, financial matters, graphs depicting geographical/historical/scientific information [e.g. climate change], patterns in art, etc.).

The maths curriculum is monitored and evaluated across the school by:

- o Lesson observations with specific feedback and targets are conducted
- o “Book looks” with specific and purposeful criteria
- o Interviewing teachers and students
- o Pupil Profile discussions

o Data on the assessment spreadsheets for both the White Rose maths and the internal tracker.