



Leafield C.E. Primary School

Mathematics Intent:

At Leafield CE Primary School, we endeavor to provide a rich, balanced, and progressive curriculum using maths as an effective tool to reason, problem solve and develop fluent conceptual understanding in each area. It is our mission to provide high-quality mathematics education, delivering creative and engaging lessons which will offer a foundation for the children in understanding the world around them. As a result, they will have an appreciation for the power of maths, adopt a sense of curiosity and enjoyment in all that they are doing. It is our strong belief that children will have a positive learning attitude modelled by the White Rose scheme, as a mastery approach, in the teaching and learning of mathematics. Crucially, adopting the 'Five Big Ideas in Teaching for Mastery' - coherence, representation and structure, mathematical thinking, variation, and fluency- in everything that we do in our maths lessons. As things stand, Leafield is developing the mastery approach across the school. The main aim of such an approach and development of a curriculum model that values 'going deeper', is to ensure that our children develop a secure knowledge of mathematical concepts as well as the fundamental skills in reasoning and problem-solving skills. So that our children can access age-appropriate ideas and apply these crucial concepts through real-life application.

Despite being in the developing stage of our mastery approach in the teaching and learning of mathematics, we are aware that some children will have gaps in their pre-requisite knowledge and may have fewer opportunities to think mathematically in comparison to other pupils. Therefore, we aim to engage children in a variety of experiences in cardinality, comparison, and composition from the Early Years. It is then intended that our long term, medium term, and daily planning will inspire, motivate, and extend the learning of children in KS1 and KS2, plus accounting for pupils where 'catch up' interventions may still be required. In addition, this planning also involves longer being spent on each topic as mastery is an integral part of the system, which means a broadening of knowledge and skills can take place as part of pupils' learning experiences.

As a result of this approach being taken, it is intended that pupils should progress through curriculum content at broadly the same rate, although intervention and wider learning opportunities will be provided to ensure that groups of children are able to:

- Grasp concepts and methods, e.g. through more varied use of practical equipment, concrete and pictorial representations – more often in the case of lower attainers.
- Be challenged through exposure to greater depth thinking in their learning, e.g. through tackling more complex problems in different contexts – more often in the case of higher attainers.

