Curriculum intent

Our curriculum is designed around our Christian values. Each term, we focus on 3 values across the school and develop a working understanding of them through our choice of texts and foundation subject learning, embedding reading and maths at the core. Our approach is to deliver knowledge rich, sequential learning which excites and inspires, provides opportunity for recap and challenge, raises questions for debate, develops learners' confidence and enables independent learning to flourish. High standards, collaboration and valuing individuals' well-being is at the heart of this process. We believe that how we teach is as important as what we teach and that enrichment experiences are an entitlement. We want our curriculum to enable our children to be wise, responsible and kind in line with our school core values.

Subject Leader Plan 2024-25

Subject: Mathematics

Curriculum intent for subject (from policy):

To ensure that all children at Buckland School enjoy and have confidence in mathematics through a good or outstanding fluency with numeracy and an ability to reason mathematically. To ensure that that the children understand and appreciate the importance of mathematics in the work and everyday life and can apply their knowledge to different subjects.

To enable children to:

- **enjoy all aspects of mathematics**
- **Have confidence in numeracy and other mathematical knowledge**
- **become fluent in the fundamentals of mathematics**
- **develop their thinking skills to reason mathematically**
- **solve problems in real life contexts and through all areas of mathematics logically, systematically and accurately.**
- **Use initiative and be motivated to work both independently and in cooperation with others**
- **Communicate confidently in maths where pupils ask and answer questions, openly share work and learn from mistakes**
- **connect different areas of mathematics together**
- **use mathematical language effectively and confidently**

- receive a broad and balanced curriculum which includes all aspects of mathematics (Using and Applying mathematics, Number, Algebra, Shape and Space, Measurements and Data Handling) as well as a range of appropriate learning experiences (eg. Problem solving, practical work, games).
- use ICT to develop their understanding of mathematical ideas and as a way of handling information effectively
- be able to use and apply their knowledge in other curricular areas.

Action Plan for 2023-24

Area for development	Actions	Termly update December April July
LPA children to have an increased level of focus in order to achieve expected level in each year group.	Teachers' records of individual provision focus on these children in particular and are reviewed as part of weekly planning. Careful thought is given to groupings / support / working with parents. LPA children to receive Maths interventions to accelerate learning. LPA children provided with Maths key vocabulary mats to support learning. LPA children are a focus in teacher/teaching assistant support groups. LPA children are given the support they need to show their knowledge and understanding in tests by class teachers. (Test results should be reflective of ongoing teacher assessment through KPIs.)	Most staff are aware of children working below the expected standard and are an increased focus in class. More support could be provided for these children. Teachers need to remember these children carefully to provide high outcomes. Maths support provided to children in and out of class to accelerate learning but not in all classes – high need and staffing shortage has played a factor. Key vocabulary mats and WOW vocabulary evident in some classes but not all. Continued focus in school to support all LPA children. Promoting high outcomes still a big focus across school. Vocabulary mats could still be used in school to support learning along with interventions.

		LPA children are big focus. Still small number of children not at the expected level – new teachers/classes to ensure support is provided in and out of lessons to support children. Interventions out of class and knowledge aids in class to be used to support children more.
Ensure Maths reasoning is embedded within the Maths curriculum	**A focus on arithmetic and instant recall (no fingers) of basic KPI's every day at the beginning of lessons, to ensure time for reasoning activities** **Use of White Rose schemes of work to support teaching with reasoning always a part of daily teaching for all children, not just HPA.** **Children use learning buddies to talk Maths – explaining strategies as part of daily learning** **Children write explanations in books** **Teachers model maths reasoning – demonstrating how to explain their approach and tackle problems – "Thinking aloud" during inputs.** **Greater use of bar modelling from R-Y6 to visually represent thinking** **Build in checks that sequential knowledge is retained across all year groups and within sequences of lessons by all pupils including SEND**	**Flashback4 evident in all classes which support instant recall. Times tables continue to be a focus in school. White Rose scheme of work used in all classes and is part of daily teaching for all children. Learning buddies used in Maths a lot – teachers constantly changing pairings to support learning. Books show some evidence in reasoning. Sentence starters are in the front of all the KS2 Maths books. Bar modelling beginning to be used in KS2 – not all children are willing to use it. End of unit assessments carried out regularly in UKS2.** **Challenge is provided across school, particularly in UKS2. Flashback 4 is taking place in some Maths lessons. Children strongly encouraged to give reasons in class for answers as well as provide written responses in book – this could still be improved. Regular checks for knowledge is evident.**

		Maths reasoning can be developed further. Subject lead will share mathematical vocabulary booklet with teachers. More written explanations present in UKS2 books. Verbal explanations are happening across school. Learning Buddies, when partnered well, have excellent impact on class discussions.
For higher ability pupils, ensure deepening of learning is securing achievement beyond the expected level.	**Class teachers work closely with parents to ensure children are well supported and can make maximum progress.** **Identified pupils are linked to staff appraisal targets.** **HPA children have opportunities to start main activity earlier than other children** **HPA children to start (at times) on Deepening activity** **HPA children provided with opportunities to accelerate learning compared to their peers**	**All children targeted for greater depth are key focus in class. Children not on track are provided with opportunities to develop learning. Some parents know if their child is not on track for greater depth. HPA children are strongly advised to do Deepening activity.** **HPA children are still a big focus in school. Providing opportunities for them to start activities earlier would enable them to use more mathematical vocabulary.** **HPA children are being challenged. Staff are aware of children who are not on track – steps will be needed to ensure they bridge the gap.**

Leadership Record – Building a picture

	Comments/Evidence
Term 1 Medium and short term planning review– does it reflect long term plan and build on what was learnt before? Is the pedagogy right for the subject?	Medium and short term planning is in place for all classes. Lessons show progress is built on previous learning. Important that teachers do not rely on White Rose Scheme of Work to teach from – adding their expertise and cutting down on the slides provided will improve children's knowledge. Oak and Sycamore 1 week ahead of learning.
Term 2 Pupil voice. Do children enjoy learning this subject? What do they remember? How will it help them in future?	Beech – liked working in books, with partners, using physical resources and ipads. Negative comments centred on being asked to participate in "my turn, our turn, your turn" and the amount of reading required to understand the worksheets.
Term 3 Work scrutiny – children's books and displays. Look at a range of pupil groups.	Children's books show clear progression. The odd book has worksheets not completed or work presented which isn't to a high standard. Generally, books are very detailed and show information provided in a variety of ways. Displays are resourceful and not overcrowded though they could be updated more.
Term 4 Lesson observations – is the plan being delivered? What is children's response? Is the process right? How is learning assessed so next steps are accurately identified? Challenge and support for SEND?	Lesson observations were not able to take place this term for a variety of reasons. Looking through each class' plans, it is clear they are being delivered. Learning is taking place although there is an over reliance on worksheets. White Rose produces very detailed slides which need adapting more from teachers, so less information is provided. SEND children are supported though more visual aids/appartus would support them further.
Term 5 Looking at outcomes. Do they match intent? Are they high quality for all?	
Term 6 Policy and action plan review	Many outcomes met across school from school policy. However, it is still important for staff to identify ways to improve children's learning – not all children enjoy Maths compared to

	other subjects. Staff CPD is important to continue the good work being shown. In T1, setting Maths guidelines is important by being proactive than reactive. Enthusiasm for children's Maths learning important to be assessed in T1 of new academic year. Consistent approach across school with Maths policy – common misconceptions need to be picked up and addressed quickly in classes.