

CURRICULUM INTENT: MATHEMATICS

<p>Intent:</p> <p>WHY TEACH MATHEMATICS?</p>	<ul style="list-style-type: none"> • The intent of the delivery of Mathematics at Moorgate is designed to support children to become fluent in the fundamentals of Mathematics, to be able to reason mathematically and to solve problems by applying their mathematical skills. This will prepare them for future success within the wider world. • The teaching of Mathematics is designed to address the potential barriers identified within the Curriculum Intent Statement with particular reference to: <ul style="list-style-type: none"> - Low expectations and aspirations - Limited parenting skills and parental support • Through the teaching of mathematics children will recognise the importance of maths in the wider world and that they are able to use their mathematical skills and knowledge confidently in their lives in a range of contexts. • Through our Mathematics teaching we want our children to experience success in the subject, with the ability to reason mathematically. We are committed to developing children's curiosity about the subject, as well as an appreciation of the beauty and power of Mathematics. • All children regardless of their starting point, will access an age-related curriculum.
<p>Implementation:</p> <p>THE MOORGATE APPROACH</p>	<ul style="list-style-type: none"> • Teachers reinforce an expectation that all children are capable of mastery in Mathematics. • When introducing key concepts, all children will have the opportunity to build their mastery of this concept by accessing this learning in different ways; through concrete manipulation of resources, through pictorially representing calculations and then finally through an abstract approach. • The large majority of children progress through the curriculum content at the same pace. Differentiation is achieved by emphasising deep knowledge and through individual support and intervention. • Teaching is underpinned by methodical curriculum design and supported by lessons that are well designed and resourced. • Carefully designed variation within all mathematic lessons builds fluency and understanding of underlying mathematical concepts. • Teachers use precise questioning in class to test conceptual and procedural knowledge and children are assessed regularly to identify those requiring intervention, so that all children keep up. • All children, regardless of their starting point access an age-related curriculum and are supported appropriately, in line with Moorgate's commitment to inclusion.
<p>Impact</p> <p>HOW IS IT MEASURED?</p>	<ul style="list-style-type: none"> • It is paramount that the Mathematics curriculum directly addresses the barriers with Moorgate's curriculum intent. Therefore, when evaluating success, this will be a feature of the evaluation. • More children will achieve age related expectations in Mathematics at the end of their cohort year. (Teacher Assessment supported by PUMA results, that are to be completed termly) • Children will retain knowledge about different mathematical skills and will apply this knowledge to Mathematics in Topic books. • Children will be able to quickly recall facts and procedures.