



VERNHAM DEAN GILLUM'S CHURCH OF ENGLAND PRIMARY SCHOOL

MATHS

Our Vision

At Vernham Dean Gillum's our Curriculum is at the heart of everything we do. It is underpinned by our Christian Values of Compassion, Courage and Creativity so that we can develop Compassionate, Courageous, Creative citizens of the future in God's love.

Our Curriculum offers a diet that is broad and balanced, purposeful to the children's lives and the world around them. The curriculum is relevant with lots of "real life" experiences to support the children in developing and deepening their vital knowledge, skills and understanding. It builds on their prior learning and ensures that they can make contextual links between different areas of the curriculum, concepts and subjects.

Christian Values

The 3 Cs: Compassion, Courage and Creativity

Compassion was chosen to reflect the love and empathy we have for each other as Jesus has in all of us.

Courage was chosen to reflect the courage of Jesus on the cross and how we need to embrace difficulties in our lives and work.

Creativity was chosen to reflect each of us being an individual and doing things our way just as Jesus did when helping others.

Learning Values

At Vernham Dean Gillum's we want every child to **SOAR**

Success for all

Ownership of our learning

Achievement and excellence for all

Resilient, risk takers

INTENT

At Vernham Dean Primary School, we promote positive can do attitudes and the fact that 'We can all do maths!' We believe all children can achieve in mathematics, and teach for secure and deep understanding of mathematical concepts through manageable steps. We use mistakes and misconceptions as an essential part of learning and provide challenge through rich and sophisticated problems. At our school, the majority of children will be taught the content from their year group only. They will spend time becoming true masters of content, applying and being creative with new knowledge in multiple ways.

We aim for all pupils to:

- become **fluent** in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- be able to **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 a justification, argument or proof using mathematical language.
- 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.

IMPLEMENTATION

Our whole curriculum is shaped by our school vision. We teach the National Curriculum, supported by a clear skills and knowledge progression, through a series of concepts. This ensures that skills and knowledge are built on year by year to maximise learning for all children.

We use the Hampshire maths planning cycle for our long and medium term planning. We use the mastery approach when teaching.

IMPACT

The impact of our curriculum is measured through a range of assessment strategies to assess pupils' learning including summative, formative and qualitative. Summative assessment will capture progress at key points throughout the curriculum, and supports adapted planning for next steps. Formative assessment is ongoing across all subjects with teachers providing feedback opportunities day by day and week by week.

The Headteacher and other key staff will review the curriculum through learning walks and scrutiny of planning and work.