



Our mathematics Curriculum BMPS 2019 2020

INTENT	At BMPS...	We believe that all mathematical concepts should be taught using practical equipment. Children should be posed questions, which will develop their exploration of the core mathematical concepts. This will enable the children to discover for themselves the fundamental connections between all things mathematical. Children are encouraged to be mathematically curious and to develop their mathematical reasoning powers in a creative, realistic and stimulating environment.			
	Intent	Priority 1 on action plan: To increase the number of pupils working at greater depth.	Priority 2 on action plan: to increase parental awareness on how we teach mathematics	Priority 3 on action plan: to link mathematics to STEM challenges throughout the school	Priority 4 on action plan: to achieve national average in KS1 and 2 SATs with 24% achieving Greater depth
	In maths...	We want children to have the correct vocabulary to express their mathematical thoughts and observations.	We want children to be engaged in their learning and to want to deepen their understanding of concepts.	We want children who can use equipment and visualise concepts and to use this to help them develop efficient ways of working.	We want our parents to be well informed and to understand how we teach mathematics and how they can help their children.

IMPLEMENTATION	In the Classroom	Mathematical Vocabulary focus Learning discovery posters to capture the learning	Focus on teaching and marking through questioning	Reasoning and understanding teaching pedagogy <i>What do you notice?</i> <i>What's the same/different?</i> <i>Prove it.</i> <i>See it, think it, link it, solve it..</i>	Mathematics equipment out in every classroom	Jo Boaler/Ronit Bird/Nrich teaching focus and resource bank	Challenge tasks with low threshold high ceiling	Interventions on a daily basis targeted at specific children who have misconceptions form lesson	
	Events	Week of inspirational maths		Termly STEM challenges	Maths curiosity café x2	Dojo challenges posted weekly			
	Parental engagement	Curiosity Cafes x2 WIM maths open session		Class Dojo posts about how we are enabling our children to understand the maths		Parent child/STEM challenge in school			
	Community								
	Training	STEM cpd Pattern power CPD		-Teacher peer coaching -Mathematics input where relevant in staff meetings		mathematics Subject Network meetings with staff feedback		Link Governor meetings	

IMPACT	Great outcomes	Children who can show reasoning and explain their mathematical thinking Who are able to conjecture and develop their own lines of enquiry		Children who love mathematics and are passionate and resilient when it comes to deepening their understanding of the subject. Children who are curious about mathematics.		Parents who are well informed about how their children learn mathematics.		Children who use accurate mathematical vocabulary to describe and visualise their mathematics.		Children who can link mathematical concepts and understand how maths is all interconnected.	
	Evaluation	NFer tests y1-yr6 3x a year	Calculation audit 3x a year	Times tables audit 3x a year	SAT's Yr2 &6	TA assessment	Internal moderation	Curriculum coverage audit	Parent questionnaires Pupils voice	NFER - regular gaps analysis	Monitoring: Governor, Subject Leader, Headteacher, CEO

