Subject and Year Team Curriculum Statements

Use the proforma below to identify intent, implementation and impact for your subject/year team curriculum statement. In addition to completing this proforma please include a curriculum map.

Subject/Year Team: Maths
Intent
What are our curriculum objectives? What do we want pupils to be able to know and do by the time they leave this school/this year group? We want children and BVS to become number literate through an engaging curriculum which teaches key skills and helps them to apply it to routine and non-routine problems. We aim for children to be fluent to the fundamentals of mathematics so they can develop conceptual understanding and can recall and apply knowledge rapidly and accurately. Through our high-quality teaching of maths, we give opportunities for children to learn how maths will apply to the financial world.
How does the curriculum plan set out the sequence and structure of how we will implement it? This is to be presented as a curriculum map. Planning for maths is done on an individual, class-by-class basis following the National Curriculum objectives. Maths is an interconnected subject in which there are distinct domains but students should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly complex problems.
How does the curriculum reflect British Values, PSHE and SMSC? Developing deep thinking and questioning the way in which the world works, promotes the spiritual growth of our pupils at Bradwell Village School. In maths lessons, pupils are always encouraged to delve deeper into their understanding of mathematics and how it relates to the world around them. Sequences, patterns, measures and ultimately the entire study of mathematics was created to make more sense of the world around us and enable each of our pupils to use maths as a tool to explore it more fully. Pupils are able to experience the awe and wonder of mathematics in science, the arts and nature. Problem solving skills and teamwork are fundamental to mathematics, through creative thinking, discussion, explaining and presenting ideas. Students are encouraged to develop their mathematical reasoning skills, communicating with others and explaining concepts to each other.
How does the curriculum cater for the different groups in our school – SEN, EAL, Gender, High Attainers, Disadvantaged etc? How do we make sure these groups of pupils have access to the curriculum? All children will be taught within their appropriate learning group and stretched through differentiated group work and extra challenges. The planning and delivery of lessons matches children's learning styles to ensure they learn effectively. Interventions are specially designed with groups of children in mind to help close the gaps, promote accelerated learning and eradicate barriers to learning.
To what extent have we made the objectives clear and how will everyone know them? The National Curriculum is adapted to suit the children.
Implementation – how do we deliver our curriculum
How does the current curriculum match our intention (the points identified above)? While it is important that students make progress, it is also vitally important that they develop secure understanding of each block of knowledge and concepts in order to progress to the next step. We carry out planning in Bradwell Village School in two phases – medium-term planning and short-term planning. The National Curriculum is the framework to which we underpin our planning on so that it is consistent and engaging. These plans are shared across the year teams and with learning support assistants in advance of the lessons.
How do the subjects/topics we are teaching link together? What cross curricular links are there (in particular the development of reading, writing and maths)? Maths is a feature in all subjects as it fundamental to the way the world works. Topic lessons identify all cross-curricular links.
How are we encouraging progression as pupils move through the school? Objectives are planned so there is a natural age appropriate progression through the school. Children's previous learning is built upon and developed in mathematics as they progress through the year groups. The children are continually assessed within lessons and at the end of a half-term to ensure they are making progress.
How do we differentiate our curriculum for the different ability groups? How are the pupils grouped? All children will be taught within their appropriate learning group and stretched through differentiated group work and extra challenges. The planning and delivery of lessons matches children's learning styles to ensure they learn effectively. Interventions are specially designed with groups of children in mind to help close the gaps, promote accelerated learning and eradicate barriers to learning.

Are subjects staffed appropriately? Are staff trained? Do the subjects have adequate time and other resources? All lessons are taught by a qualified teacher and use resources which are there to support the learning of the children. Learning Supports are trained regularly.
Impact – what difference is our curriculum making to pupils?
How well are children learning the content outlined in the curriculum? How do we know – (what data do we use)? Children's attainment and progress is formally recorded at six points through the academic year. Continuous teacher assessments are made through individual lessons and weekly reflections on lessons. This progress is shared with parents at points during the year and with Governors. We triangulate our evidence.
How well are pupils prepared for the next stage of education? Where do they go to? How do we know? Children have a good grounding and knowledge of strategies to help them face the next stage of their development through the lessons taught. They are age appropriately aware of influences and issues that may affect their everyday numerate experiences. Year groups and the curriculum team works together to ensure continuity and progression.
How do we know our curriculum is having an affect across all pupils, including the different identified groups? The skills and strategies taught are demonstrated by students when faced with real-life situations in which they need to use their mathematical knowledge. All children have the opportunity to work with an LSA to plan, budget, purchase and prepare a two-course, balanced meal for teachers in which they face realistic money constraints.
How well are the key subject knowledge and skills consolidated before moving onto the next topic? How do we know? Teachers assess understanding and make professional decisions that objectives have been embedded, or if they need further consolidation. Tasks are completed to a level of year group expectation.
How well developed are pupils' learning habits and learning skills? How do we know? The skills and strategies taught are demonstrated by students when faced with real-life situations in which they need to use their mathematical knowledge. All children have the opportunity to work with an LSA to plan, budget, purchase and prepare a two-course, balanced meal for teachers in which they face realistic money constraints.
How do we use the evidence of pupils' learning to feed into our planning and adaptation of the curriculum? We use assessment to prove learning which enables us to move the children on appropriately.