

## Curriculum Statement:

***Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers. - Shakuntala Devi***

## The Greenvale Offer:

### National Curriculum:

Pupils learn the knowledge and skills required of them to be academically successful, building upon their individual starting points.

### Inclusion / Diversity:

At Greenvale we strive to ensure that every member of our school has equal access to our curriculum. Where necessary, activities are adapted to meet these needs so that all are able to succeed in what they do.

Greenvale champions diversity, ensuring that our curriculum is reflective of our community.

### Values:

Pupils are able to apply our six school values to all aspects of our curriculum. These values form the foundation of our learning at Greenvale.

Our school values consist of: *Respect, Kindness, Co-operation, Responsibility, Resilience and Courage.*

### Community:

We are a hub of our local community and seek opportunities to enhance our offer where possible.

This includes links to our Forest School, The ARC Centre, places within our local community as well as the use of visits / visitors to broaden and develop opportunities and experiences for our children.



<p style="text-align: center;"><b>Intent</b> (What do we want our children to know and be able to do?)</p>	<p style="text-align: center;"><b>Implementation</b> (What will it look like in the classroom?)</p>	<p style="text-align: center;"><b>Impact</b> (How will this be measured?)</p>
<ul style="list-style-type: none"> <li>● Children develop a mastery of topic areas through the use of problem solving and reasoning tasks combined with fluency of calculation.</li> <li>● All children are confident in maths lessons and feel successful.</li> <li>● Children experience a range of activities in lessons, including practical lessons and access to resources where needed.</li> <li>● Children are fluent in using and applying key maths skills including times tables.</li> <li>● High expectations for all.</li> <li>● Children who have fallen behind are accelerated to catch up with peers - using the mixed age planning where appropriate.</li> <li>● All children are able access problem solving tasks not just the HA.</li> <li>● Children are able to self assess their own learning and see their progress.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers in Key Stage 1 and 2 use the White Rose scheme of learning, meaning that topics are progressive and revisit key skills.</li> <li>● Lessons are based around the small steps (combined where deemed appropriate by the teacher through previous formative assessment).</li> <li>● Lessons begin with a 'problem' - this is used as a discussion point for the children to identify skills they already have that they could apply to this learning (thus creating more effective links between subjects) and as a formative assessment tool for the teacher.</li> <li>● Teachers return to the problem from the beginning at the end of the lesson in order for children to now see how they are able to solve the problem and as an assessment for that lesson.</li> </ul>	<ul style="list-style-type: none"> <li>● Children will have high levels of attainment in both KS1 &amp; KS2 formal examinations.</li> <li>● Maths data is strong in each class (end of Year TA).</li> <li>● Children are confident and positive about maths. They talk about themselves as mathematicians and engage in lessons with enthusiasm.</li> <li>● Children can talk about the reasons for learning different skills in maths and use reasoning language when explaining their ideas.</li> <li>● Books demonstrate progression across lessons and topics, they demonstrate a growing confidence of the children within a topic and contain a variety of activities.</li> <li>● Lessons are engaging and teachers use technology to support the children's understanding.</li> </ul>



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	<ul style="list-style-type: none"> <li>● Lesson structure allows the children to see themselves making progress and allows for multiple formative assessment opportunities.</li> <li>● Lessons should use practical problem solving and practical resources wherever possible.</li> <li>● We don't use set text books in order that children see a wide range of resources and they stop seeing maths as just calculations from a book.</li> <li>● Teachers make links between maths and other subjects wherever possible e.g. Kandinsky in art with Angles in Year 6.</li> <li>● Teachers use mild, spicy, hot levels of challenge to push all children.</li> <li>● Lesson structure encourages children to 'keep up' rather than 'catch up'.</li> </ul>	<ul style="list-style-type: none"> <li>● Both girls and boys are successful in maths and feel confident in lessons.</li> <li>● Children are able to identify where they need support and seek it out confidently, understanding that learning is a process.</li> <li>● Children can talk about where they use maths in the 'real world' and how their learning links to other topics.</li> </ul>