



Wessex Learning Trust



Shipham First School

We Learn Together

# Mathematics Curriculum Documents





## Intent

At Shipham First School, our intent for the mathematics curriculum is to provide a robust foundation that equips all pupils with the skills and knowledge they require to thrive both academically and in everyday life. Our whole curriculum is shaped by our school vision, which aims to enable all children, regardless of background, ability, or additional needs, to flourish and become the very best they can be. We aspire to foster a love for mathematics, where pupils are inspired to discuss concepts, cultivate curiosity, and develop problem-solving skills that will benefit them throughout their education and future pursuits.

Our curriculum is underpinned by the following key principles:

- **Complexity and Depth:** We aim for pupils to develop a deep understanding of mathematical concepts, moving beyond rote memorisation to ensure they can apply their knowledge in different contexts.
  - **Inclusivity:** In alignment with our school vision, we recognise that every pupil is unique, and we are committed to providing an inclusive learning environment that supports the needs of all students, empowering them to thrive and realise their full potential.
  - **Real-World Connections:** We will highlight the relevance and applications of mathematics in real life scenarios to promote its importance and cultivate a sense of purpose in learning.
- Growth Mindset:** We encourage all pupils to adopt a growth mindset, fostering resilience and perseverance in the face of challenges.



## Implementation

To realise our intent, we have designed a well-structured and engaging mathematics curriculum that adheres to the National Curriculum while also incorporating resources from the National Centre for Excellence in the Teaching of Mathematics (NCETM). Our implementation encompasses:

- **Structured Planning:** Each year group follows a progressive sequence of topics, ensuring a coherent pathway of learning that builds upon prior knowledge and prepares pupils for future mathematical concepts. Our planning is significantly informed by NCETM resources to ensure that instructional strategies are evidence-based and effective. We also take account of getting the children ready in year 4 to sit their Multiplication Tables Check (MTC).
- **Professional Development:** Teachers are provided with ongoing professional development opportunities, including training on NCETM frameworks, dynamic teaching strategies, use of manipulatives, and understanding of children's mathematical thinking.
- **Interactive Learning:** We employ diverse teaching strategies, including collaborative group work, hands-on activities, and the use of technology. These approaches, supported by NCETM materials, cater to different learning styles and ensure high levels of engagement.
- **Mastery Approach:** Our curriculum promotes mastery learning, where pupils are encouraged to achieve a high level of understanding before moving on to new topics. The mastery approach is heavily influenced by NCETM methodologies, ensuring our pupils develop a concrete understanding of mathematical concepts and are able to talk about the maths they are learning.
- **Parental Engagement:** We actively involve parents in their children's learning by providing resources and offering support which empowers them to support their child's mathematics journey at home, extending the impact of our curriculum beyond the classroom.

## Impact

The effectiveness of our mathematics curriculum is evidenced through various metrics and feedback mechanisms, all reflecting our commitment to our vision:

- **Pupil Outcomes:** We strive to achieve strong outcomes in internal assessments, demonstrating that our pupils are well-prepared for the next stage in their education and have a solid grasp of mathematical concepts.
- **Pupil Engagement:** Pupil voice surveys indicate high levels of enjoyment and confidence in mathematics. Our students express a sense of belonging and are eager to participate actively in lessons, evidencing their flourishing in a supportive environment.
- **Curriculum Evaluations:** Regular monitoring and evaluation of our curriculum, including lesson observations and learning walks, affirm that teaching is consistently of high quality and promotes deep learning.

Through this comprehensive intent, implementation, and impact framework, we are proud to provide an outstanding mathematics education that equips our pupils to flourish and achieve their fullest potential.



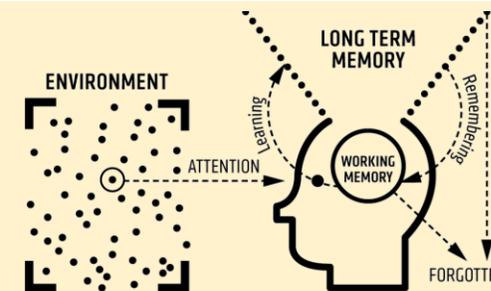
# Wessex Learning Trust Principles

## Strategic Aims

The Principles codify the shared language that contribute to high-quality, adaptive teaching and inclusion for all. Used routinely to bring the curriculum to life, the pedagogical principles support learning and progress over time. The Wessex Principles are not a linear planning tool, an expectation for every lesson or mandate a formulaic approach to lessons

## The principles aim to:

- Reduce cognitive load
- Encourage self regulation
- Provide regular opportunities to identify misconceptions or gaps in learning
- Ensure teaching is adapted to need
- Make learning explicit and transferable across the curriculum, beyond school into the wider community and wider world



Ready To Learn  
Routines

→ Linking Prior +  
New Learning

→ Focused  
Instruction '*I Do*'

→ Practise  
Learning '*We Do*'

→ Learning Check  
'*You Do*'

→ Consolidating  
Learning

★ Subject pedagogies are key ingredients to adaptive teaching, alongside effective formative and summative feedback to monitor progress.

★ Disciplinary and substantive learning is integral to any planned sequence of learning.



<h2>Ready To Learn Routines</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Emotional learning environment</li> <li>- physical learning environment</li> </ul>	<p>Learning environments are safe, inclusive and welcoming. Relationships are positive and <b>love of learning</b> is promoted. Everyone <b>feels safe</b> to take risks and explore learning without judgement. Praise and rewarding effort is used to <b>motivate and engage</b>. A sense of <b>pace and challenge</b> is established from the start of the lesson.</p>
<h2>Linking Prior + New Learning</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Pace of talk, clarity of instruction</li> </ul>	<p>Prior learning is checked and revisited to <b>strengthen connections and longer-term memory</b>. Know more, remember more. Planning ensures <b>new learning builds on prior learning</b>. <b>Vocabulary is explicitly taught</b> using the schools agreed pedagogies so that words are understood, contextualized and barriers to learning are reduced. <b>Problem solving and number skills</b> are revisited, retaught and applied in unfamiliar contexts to support deeper learning. <b>Gaps in learning and misconceptions</b> are revisited, including feedback and improvement tasks. Planning is <b>adapted</b> lesson on lesson so that core skills and knowledge are retaught where necessary. <b>Precision learning is explained</b> so that skills and knowledge are well understood, and misconceptions are minimised.</p>
<h2>Focused Instruction 'I Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Explicit teaching of vocabulary</li> <li>- Explicit teaching of listening</li> </ul>	<p>The steps to new learning are broken down into manageable amounts and <b>reduce cognitive load</b>. <b>High-quality explanations</b> are used to model thinking, decision making, and application of knowledge. Self-regulation is taught through <b>decision making modelled, visible and explicit</b>. Approaches to <b>getting unstuck</b> are taught and accepted as part of learning. Practical skills and strategies are modelled so that there is a clear understanding of <b>how to solve problems solve</b> and minimize misconceptions. Deeper learning is sequenced so that all learners can understand <b>each developing stage</b>. Learners know <b>what excellent learning looks like</b> and have success criteria to support their independent work.</p>
<h2>Practise Learning 'We Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Explicit teaching paired, small group talk</li> </ul>	<p><b>Guided practice and worked examples</b> are used to link new learning and decision making with prior learning. Formative assessment, including rich questioning, is used <b>skilfully to check understanding</b> and the impact of planned learning. Peer explanation + modelling scaffolds and <b>prepares for independent practice</b>. Learners use <b>expert thinking and talking</b> to explore deeper learning. Scaffolding and support (including TAs) is in place to <b>develop and build independence</b>.</p>
<h2>Learning Check 'You Do'</h2>			<p>Skills and knowledge are explored using a <b>variety of contexts</b>. Independent practice and application of learning (including homework) <b>builds confidence, self esteem and motivation</b>. <b>Metacognition and self-regulation</b> are developed over time. <b>Learning is consolidated</b>. Scaffolding and support is <b>reduced and removed over time</b>. <b>Feedback</b> is used to deepen learning and address misconceptions.</p>
<h2>Consolidating Learning</h2>			<p>Learner's plan, review and evaluate their progress <b>reflecting on what excellent learning looks like</b> and success criteria. <b>Next steps are identified</b> and used to <b>inform teacher planning</b> and develop mastery approaches over time. <b>Learning skills continue</b>. <i>Next lessons, rest of day, community, wider world.</i></p>

