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**BITTERLEY C OF E PRIMARY SCHOOL**  
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## Intent, implementation, and impact Statement: Maths at Bitterley CofE Primary School

At Bitterley, we encourage pupils 'to be courageous, strong and do everything in love.'

The importance of understanding that each of us is rooted in love is not under-estimated at Bitterley.

'Love always trusts, always hopes, always perseveres.' Corinthians 13:7 Trusting in love gives us the courage to be ourselves. Courage is from the Latin 'coeur' which means 'To tell the story of who you are with your whole heart'. Our intention is for our pupils to leave Bitterley prepared for 'Life in all its fullness' and ready to tell their own stories.

Our Christian vision has driven us to create a bespoke curriculum for our pupils that pursues the acquisition of wisdom, knowledge and skills alongside educating for aspiration, dignity, and respect. It is also our intention to nurture a sense of community, so that all members of our school develop a deep sense of belonging, both locally and within the wider world. We believe that these attributes will support our pupils to live well together and flourish, as they move on to High School and beyond.

Our curriculum offer is therefore divided into three focus areas: '**Courage, strength and love**':

**Courageous** – Living wholeheartedly. Using the knowledge and skills in our curriculum to choose our own path free from stereotyping; being curious, aspirational. Speaking out for those who do not have a voice.

**Strength** – Having a growth mindset, developing resilience, being able to persevere to achieve our goals to create a confident well-rounded citizen in our diverse world.

**Love** – Embracing our neighbours, developing a greater awareness of the challenge's others face in life and how we can make a difference in our school community, local community and further afield. Through the curriculum we develop pupils understanding of challenges locally and globally. We teach pupils to listen with respect.

At Bitterley CofE Primary School, we believe that a carefully sequenced curriculum can empower our pupils and reduce social inequality, whilst providing the knowledge they need for the next stage of their education and beyond. We view our curriculum as a spiral: the mapped-out journey of concept building leading to a change in long term memory and an increase in knowledge. Through progressive concepts throughout the curriculum, the children will develop a deep and rich understanding, meaning that the knowledge and skills

that are acquired are more likely to be remembered. Our curriculum sets out WHAT will be learned and WHEN it will be learned. We understand that cultural capital is the essential knowledge that children need to prepare them for their future success. Through our curriculum we provide different experiences and opportunities to support the accumulation of knowledge, behaviours, and skills that a child gains over time

### **Intent**

At Bitterley Primary, our intention is for maths is to provide children with lifelong maths skills to support their learning and development beyond primary school. Our maths offer provides a curriculum which caters for the needs of all children through a tailored pace of learning following the White Rose Mastery approach. We aim to deliver real life scenarios that equip children with necessary skills that can be applied to situations outside of the classroom.

Through our Teaching for Mastery approach to maths, we intend to develop the children's mathematical vocabulary through the use of stem sentences and star words within every maths lesson.

### **Implementation**

At Bitterley Primary, we follow the White Rose approach to maths, which focuses on smaller steps to encourage a deeper understanding within maths. The planning builds on previous teaching to ensure progression within lessons following our long term plan. In Reception, the structure of maths follows number block sequences. In Years 1-6, this approach focuses on the five big ideas – representation and structure, mathematical thinking, fluency, variation and coherence. Manipulatives are a key parts of our approach to maths such as the use of tens frames, bar models and part-whole model to support children with their understanding. We encourage children to have a collaborative approach to maths by discussing stem sentences and problem solving using manipulatives.

In Reception, maths lessons are 35 minutes with additional time with additional exposure to maths within their continuous provision. In key stage 1, maths lessons are 45 minutes and in key stage 2 they are 1 hour. Allocated time is spent daily on arithmetic practise focusing on the four operations in Years 1-6. We have separate arithmetic and maths books.

From Reception to Year 6, we use stem sentences in each maths lesson. This is mirrored within the maths displays in each classroom. Children complete an end of unit teaching assessment at the end of a block to show progress in the children's learning. In addition

to this, children are frequently assessed through quick quizzes within the lesson. In Reception, the children complete a school baseline assessment within their first two weeks of school and a national baseline assessment within the first 6 weeks of school life.

Our assessment allows us to identify children that require additional support. We provide this through targeted teaching and consolidation tasks.

Maths is embedded across the curriculum at Bitterley Primary. We encourage links within Science, Design and Technology, Art and Physical Education. Reading is taught in maths through reading and interpreting word problems.

Staff at Bitterley receive CPD to continuously develop our maths pedagogy for Bitterley through staff meetings and Maths Hub training. Information regarding maths is shared with the link LAB member.

### **Impact**

The impact of our teaching at Bitterley is to prepare the children for secondary school and beyond. Teaching through small steps enables children to have a deeper understanding and confidence of mathematical steps. Children develop confidence in their ability to tackle challenging problems and explain and articulate their understanding using previously taught stem sentences.