

Maths Intent, Implementation and Impact Statement

Our Intent

- To recognise the importance of mathematical skills in everyday life.
- To ensure all children are excited about Maths and are challenged, whatever their understanding.
- To develop resilience that enables all children to reason and problem solve with increased confidence.
- To deliver an inspiring and engaging curriculum through high quality teaching which is well planned and meets the needs of all our children.
- To ensure new mathematical concepts are introduced using a 'Concrete, Pictorial and Abstract' approach.
- To enable all children to experience hands-on learning when discovering new mathematical topics and allow them to have clear models and images to aid their understanding.
- To provide opportunities for children to build a conceptual understanding of Maths before applying their knowledge to everyday problems and challenges.
- To ensure children become fluent in calculations, possess a growing confidence to reason mathematically and develop their problem-solving skills.

Implementation

- Maths will be taught daily as a discrete subject. In Key Stage 1, lessons last between 45-60 minutes and in Key Stage 2 they are one hour. EYFS will be taught through the framework and continuous provision.
- The school will follow Power Maths, which is a mastery scheme of learning based on the National Curriculum.
- Other teaching resources will include those provided by the NCETM, White Rose Maths, Learning By Questions (LBQ) and Numberblocks for EYFS/Year 1.
- Children will be provided with opportunities to develop their mathematical fluency, both in number and times tables.
- Teachers will have good subject knowledge and will be supported to maintain and improve this knowledge through training, observing best practice and undertaking relevant research
- The Maths subject leader will provide colleagues with support for planning, resourcing and teaching
- The Maths subject leader will take part in regular Network meetings and training to keep abreast of any updates, changes or developments in their subjects and disseminate them to staff
- The Maths subject leader will drive their subject forward through analysis of assessment, regular monitoring, feedback from staff and pupils and personal research.
- Learning will be child led and teachers will facilitate
- Learning will be accessible for all through teachers knowledge and understanding of the needs of the children in their class.
- Interventions will take place where needed.
- Children will be assessed using Power Maths Progress tests half-termly and at the end of the year to track their progress against Age Related Expectations.
- Key mathematical language and vocabulary will be used repetitively in all Maths lessons.
- Working walls will be used to reflect the learning taking place.
- Times Tables Rock Stars will be used to enthuse the children in learning times tables.
- A Growth Mindset approach will be used consistently across all Maths lessons.
- Links to other subjects will be made wherever possible, for example Science, Geography, History and DT.

Impact

- Children will show confidence in believing that they can achieve.
- Each child will achieve objectives (expected standard) for year group.
- Children will demonstrate a flexibility and fluidity to move between different contexts and representations of maths.
- Children with SEND will achieve the best possible outcomes and are monitored through Governors and in school.
- Mathematical concepts will be mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas and can independently apply the concept to new problems in unfamiliar situations.
- Children will be assessed using Power Maths Progress tests half-termly and at the end of the year to track their progress against Age Related Expectations.
- Assessments will be used to update children's progress in the key mathematical skills on Target Tracker.
- The impact of our Maths curriculum is evaluated through ongoing assessments and Government tests; through Governor meetings; visits and through our own monitoring of teaching, learning and pupil voice.
- Progress in Maths will be reported to parents and governors. .