

Mathematics

Intent	Implementation	Impact
<p>At Higher Walton CE Primary School, we teach an ambitious curriculum that will meet the needs of all learners, ensuring they become fluent in the fundamentals of mathematics and apply their learning in a range of different daily scenarios.</p> <p>As a Church of England School, our vision, 'Life in all its Fullness' John 10:10 and values (friendship, forgiveness, courage, creativity, respect, responsibility, trust and tenacity), are at the heart of everything we do and underpins all we do and our teaching in mathematics provides opportunities for pupils to further explore how this relates to our</p>	<p>Staff meetings and training will be provided to staff, so that they can provide their pupils with a high quality mathematics education based on the mastery approach.</p> <p>Lessons should teach children key values for life in mathematics, in the sense that success is built upon perseverance, resilience, confidence and independence. Children will be taught metacognition strategies in order to work towards these aspirations.</p>	<p>Red Rose Mastery Maths allows for a wider range of approaches, allowing pupils to select the most efficient strategy. Lessons are well resourced to support the needs of all pupils.</p> <p>Pupil's understanding of number, place value and counting is supported from an early age. Teaching of maths values the importance of jottings and 'working out'. Pupils are encouraged to show their understanding in a range of different ways and are encouraged to show their</p>

<p>everyday lives, encouraging tenacity, courage and creativity.</p> <p>Through teaching our maths curriculum, we equip our children to leave school being able to reason mathematically, problem solve and be resilient learners.</p> <p>The teaching of mathematics will meet the needs of the National Curriculum.</p> <p>In Years EYFS-6, pupils will be taught using the Red Rose Mastery Maths Scheme. Teachers will use and adapt planning where necessary, based on teacher assessment.</p> <p>Mathematics lessons will be sequenced so that they are coherent and there is clear</p>	<p>Lessons will follow a concrete, pictorial and abstract approach. Each classroom will provide the correct resources to support all pupils with their understanding of mathematics.</p> <p>Each lesson will begin with an 'Initial Problem'. These will allow pupils to agree, disagree, prove, debate and discuss their mathematics with one another.</p> <p>The Red Rose Mastery Maths scheme ensures that planning supports coherent progression within a unit of work. The curriculum is designed so that there is a progression of objectives in each year group, with the sequence of learning building upon pre-requisite skills.</p>	<p>reasoning as part of the master approach.</p> <p>Red Rose Mastery Maths Scheme allows for all pupils to meet the needs of the NC, providing plenty of opportunities to reason, think logically, discuss their reasoning, problem solve in a wider range of contexts.</p> <p>Pupils are taught EYFS framework and there is a lot of opportunity for pupils to embed their learning through continuous provision.</p> <p>Lower- attaining learners are supported within lessons. They are supported ambitiously in order to achieve their targets, which are relative to their lower starting points.</p>
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<p>progression of learning within and across year groups.</p> <p>Almost all of our pupils will be accessing age-related materials in lessons. Teaching will be adapted for those learners who are struggling to access current year objectives.</p> <p>Revisiting of prior knowledge will be evident in all lessons. The curriculum is planned so that the previous learning is revisited and that new learning will build upon prior learning.</p> <p>The main aspiration for mathematics at Higher Walton CE Primary School is to aim for most of our pupils to achieve age-related expectations, building upon their knowledge and understanding.</p>	<p>Each lesson shows progression through small steps, contextualizing learning between different areas of mathematics. Variation is key in each lesson, as progression can be seen through various representations and high level teacher questioning.</p> <p>Struggling learners will also be supported using a wide range of strategies. Staff are encouraged to use targeted questioning within lessons. Furthermore, manipulatives will be used in order to support conceptual understanding. Short intervention groups will be established in order to support struggling learners further.</p>	<p>High-attaining pupils are challenged within mathematics lessons, in order to extend their learning further and to allow them to think deeper about the maths they are using. This is through use of effective questioning and deeper learning activities.</p> <p>The Red Rose Mastery Scheme is used and adapted where necessary based upon teacher assessment. Effective adaptations need to remain a focus to ensure all pupils are able to use and apply the knowledge/skills taught.</p> <p>Maths lessons are sequenced so that they are coherent and that</p>
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	<p>Some of our SEND pupils receive a bespoke mathematics curriculum according to their needs.</p>	<p>there is a clear progression of learning within and across year groups, as well as being blocked to allow pupils to revisit all areas of mathematics in order to build upon previous learning.</p>
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