

## **Mathematics - Intent, Implementation, Impact**

At Seabridge Primary School we are passionate about developing mathematicians who feel curious and confident to take risks so as to become resilient when faced with a challenge not only during their time with us, but beyond. Through a mastery approach to our curriculum, we want our pupils to be proficient in fluently recalling facts, reasoning using mathematical vocabulary and solving problems that often require making connections between different mathematical areas. Working in this way allows pupils to reinforce learning within a progressive curriculum and develop a deep conceptual understanding which in turn allows them to apply their learning across different curriculum areas, appreciating how their learning is connected- we feel this is crucial as mathematics is a highly interconnected discipline. We want to create mathematicians who show commitment and passion for the subject, and who are intrigued by the different ways in which mathematics can be applied, believing and understanding how they can use their skills in future careers.

Embracing an evidence-informed mastery approach to the teaching of mathematics allows pupils to form strong foundations which can then be built upon. Whilst we use a range of resources (such as: I See Reasoning, I See Problem Solving and WRM) to support the delivery of our curriculum, Power Maths is the scheme we use as the basis of lessons and to provide continuous CPD for our staff. Through the use of our progression documents, we ensure that staff and pupils are clear about the journey that pupils are on for key areas of mathematics. At the start of each academic year, pupils will focus on place value and calculation as we feel if pupils develop strong foundations in these areas, they will achieve greater success in other areas of mathematics. We build knowledge in small, manageable steps and follow a Concrete (physical manipulation of resources), Pictorial (drawing of images and mathematical representations), Abstract (written, more formal calculations) approach (our calculation policy reflects this); this allows all pupils to fully embed new skills and access varied opportunities for application. We do not see the CPA approach as a linear process, but believe that if a pupil is secure within a mathematical area, they should be able to move confidently between the concrete, pictorial and abstract to demonstrate their thinking.

Through the teaching of mathematics, teachers and pupils continuously assess learning. This formative assessment ensures teachers know how to best support a pupil moving forwards, how planning may need to be adjusted to meet the needs of pupils and ensure progress and what interventions may need to be implemented. This form of assessment also ensures that teachers are well informed on how to extend pupils appropriately. Through marking at the point of learning, staff members have a clear and instant overview of where pupils are at, and where possible we feel it is best that any errors or misconceptions are addressed in a timely manner to support pupils in moving forwards. Blue pens are used to demonstrate where pupils have revisited a piece of work and this acts as a dialogue between the teacher/TA and pupil. Impact can also be seen through the clear, and robust, cycle of monitoring that we have in place; this includes: pupil consultations, book looks, learning walks, checkpoints, pupil progress meeting and statutory data checks to name a few.