

'As we grow with God, we learn with each other.'

Mathematics

Intent, Implementation and Impact

Our Ethos

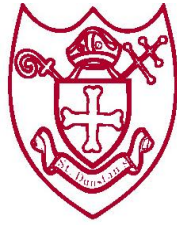
- To provide the foundation for the development of the mathematical skills needed in later life by promoting initiative, imagination and logical thinking.
- To ensure all children reach their full potential in mathematics, their individual needs and abilities must be recognised and developed in a caring and supportive environment, in partnership with parents.
- To provide all the children with full access to the curriculum, enabling them to achieve confidence and competence i.e. 'mastery' rather than failing to develop the skills they need for the future.

Intent

- Become fluent in the fundamentals of mathematics.
- Develop conceptual understanding and the ability to recall and apply knowledge rapidly.
- To reason and problem solve by applying mathematics to a variety of increasingly complex problems.
- To build upon children's knowledge and understanding from EYFS, year 1 to year 6.
- To develop resilience that enables all children to reason and problem solve with increased confidence.
- To equip children with the mathematical skills necessary to engage in real life applications of mathematics.

Implementation

- Teachers will plan from specifically developed planning overviews that take into account the national curriculum statutory and non-statutory requirements; areas that would be beneficial for children to know; progression between year groups and 'Ready to Progress' criteria that was produced in 2020.
- Teachers regularly take part in CPD for mathematics, primarily before each new block is taught and intermittently for other areas, such as CPA approach.

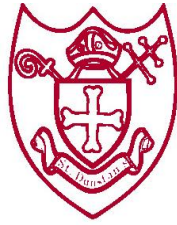


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- Daily maths lessons include fluency, reasoning and/or problem solving.
- Daily 'Fluent in Five' provides arithmetic practice for Years 1 to 6.
- Daily 'Rapid Reasoning' provides reasoning practice for Years 3 to 6. Year 2 and 1 will do this once per week instead of a Fluent in Five session during the Spring and Summer term respectively.
- Lessons begin with times tables – teaching and practice (years 2-6 – Times Tables Rock Stars) or KIRFs – Key Instant Recall Facts (EYFS and KS1 - Numbots).
- KIRFs (Key Instant Recall Facts) are explicitly taught in KS1 daily and on a Friday in KS2.
- Lessons are planned to ensure there is appropriate challenge and support for all learners.
- Concrete manipulatives and pictorial representations are used to support conceptual understanding and to make links across topics.
- There is a strong emphasis on mathematical vocabulary at every stage of the learning.
- Daily formative assessments are carried out to inform planning.
- Children complete regular learning tasks on each topic to ensure progress is being made through their maths journey at school.
- An assessment task is used at the end of a block to assess a child's understanding against the learning objectives taught. Any child who has not met the objectives take part in targeted interventions (Shine and precision teaching) and are reassessed.
- Children are assessed on a termly basis using NTS assessments.

Impact

- We aim to ensure that all pupils reach 'at least' end of year expectations.
- All children are expected to achieve their full potential and will be given the skills to 'go beyond'.
- Pupils with additional needs in maths will make 'at least' good progress and achieve their best outcome.
- Children demonstrate a quick recall of facts and procedures. This includes the recollection of the times table. Children show confidence in believing that they will achieve.
- Well planned sequences of learning support children to develop and refine maths skills.
- Children are able to independently apply their knowledge to a range of increasingly complex problems.
- Children are reasoning with increased confidence and accuracy.
- Mathematical concepts or skills are 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.



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- Children show a high level of pride in the presentation and understanding of the work.