Maths Intent, Implementation and Impact

Intent:

-For all pupils to become fluent in the fundamentals of Mathemetics.
-For pupils to be able to reason mathematically, with increasing accuracy in their use of mathematical vocabulary.
-For pupils to be able to solve problems by applying their mathematics to a variety of routing and non-routing problems.
-That all pupils and staff adhere to the belief that by working hard, **all** children can succeed in Mathematics.
-For pupils to be given the opportunity to apply their learning in Maths lessons to other subject areas, such as Science, and in doing so to develop an understanding that Maths is essential to everyday life.

Implementation:

-Maths lessons are taught on a daily basis.
-Children are taught in mixed ability groups.
-As a school, we follow the White Rose Maths Scheme. Each year group follows the long-term plan for the sequence of Learning set out in the White Rose Maths Scheme, ensuring there is complete coverage of the national curriculum by the end of the key stage.
-Within each unit of learning, small steps are carefully planned by the class teacher; this is primarily done with the support of the White Rose Scheme, but also, when appropriate, supplemented with other resources.
-For each unit of work, class teachers consider the part it plays in the bigger learning journey, making links between prior learning that has taken place and sharing this learning journey with the pupils.
-All Maths classes move through the learning journey together, with teachers making the decision about when to move learning on based on the pupils' readiness to progress.
-Interventions, planned by the class teacher, are provided to those pupils who require extra support.
-Those pupils who quickly grasp concepts are given the opportunity to study them in greater depth.
-Children are given the opportunity to apply skills learnt in Maths lessons to other subjects, such as Science.
-To develop pupils' fluency in additive and multiplicative facts, we use a range of strategies in class, including the use of Rekenreks, Maths Mats to develop mental and written arithmetic, times tables booklets developed by the NCETM and the TTRockstars online resource.
-To develop the reasoning and problem-solving skills, pupils are exposed to such questions on a daily basis in Maths lessons. A blend of teacher led, paired and independent work gives pupils the opportunity to build confidence when reasoning and problem solving.
-Teachers model the use of precise mathematical vocabulary, with the expectation that pupils also become more confident and accurate in their use of mathematical vocabulary.

Impact:

-Regular assessment takes place in the form of daily assessment for learning strategies, the national Multiplication Check (Year 4), termly NFER assessments (Years 3-5) and the end of Key Stage SATs test (Year 6) to monitor progress and inform future interventions/support.
-Pupils become resilient, fluent mathematicians who are able to apply their knowledge and understanding to different problems and contexts.
Children will develop a lifelong enjoyment of mathematics.