Maths

Intent, Implementation and Impact Statement

Vision - Maths is essential to everyday and future life

Intent (What we want to achieve)

- Children become confident, competent and independent mathematicians
- Build a deep conceptual understanding of maths and its interrelated content so that children can apply their learning in different situations
- Develop children's ability to articulate, discuss and explain their thinking using appropriate mathematical vocabulary
- 'Mistake friendly' classrooms where children see mistakes as learning tools – there is an emphasis placed upon developing the power to 'think' rather than just the 'do'
- Children develop into resilient and inquisitive learners – skills needed to become life-long mathematicians
- Deliver an inspiring and engaging mathematics curriculum, taught by highly-enthusiastic staff, which sparks curiosity and excitement and which nurtures confidence in maths

Implementation (How we will do this)

- Teachers reinforce an expectation that all children are capable of achieving high standards in Mathematics
- To develop secure and deep conceptual understanding, staff plan for the use of concrete resources, varied representations and structures
- Regular and ongoing formative assessment informs teaching, as well as intervention, to support and enable the success of each child
- Children's attainment and progress is discussed by teachers and senior leaders and if progress is not made, support is provided
- Children's attainment and progress is discussed with parents/carers during parents evenings
- Learning Questions are set out in each session in order to guide children to achieve success
- Provision will be made for children who are not making the expected level of progress through I.E.Ps and interventions
- Teaching that is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge
- Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts
- Teachers use precise questioning in class to test conceptual and procedural knowledge and assess children regularly to identify those requiring intervention, so that all children keep up.

- Children's explanations and their proficiency in articulating mathematical reasoning, with the precise use of mathematical vocabulary, are supported with teachers placing a strong emphasis on the correct use of mathematical language
- Daily basic skills sessions recap and rehearse key skills to aid retention and support fluency

Impact (What the outcomes will be)

- Children are happy learners who talk enthusiastically about their learning and eager to further their progress in maths
- The impact of 'mastery' and the emphasis on accurate use of mathematical language is evident during class/pupil discussions
- Children's fluency in number is evident in our proven track record of high success in arithmetic
- More consistent teaching practices that are well-known to be more effective for pupil progress long term, evident across school
- Cross-school moderation highlights the high level of challenge for all ability groups, evident throughout topics through reasoning and problem solving activities
- Teacher assessment of the depth of learning is also increasingly accurate
- Business and enterprise has enriched the mathematical experiences of children and supported fluency of basic skills
- These factors ensure that we are able to achieve high standards, with achievement at the end of KS2 in-line with that of the national average, as well an increasing proportion of children demonstrating greater depth, at the end of each phase