

# Mathematics – Intent, Implementation & Impact



This mathematics statement is underpinned by the school Curriculum Intent statement and our Church of England school vision of *'Love of Learning, Love of Life and Love of One Another'*

## Intent

- Mastery maths underpins our approach to mathematics. Underlying this approach is the belief that all children should work together to become fluent mathematicians who are able to reason and solve a variety of problems by applying what they have learned in a range of contexts.
- Develop and nurture pupils with a 'can do' attitude to mathematics through adding more depth rather than pace through the curriculum.
- We aim to provide pupils with the mathematical skills, vocabulary and understanding necessary for them to be prepared and confident for the next stage of their education.
- We aim to ensure the majority of children attain at least the expected standard in mathematics with some attaining the greater depth standard.
- We understand that some children will not meet these standards and it is therefore necessary that they make better than expected progress from their own individual starting points in order for them to 'close the gap'.
- We want all of our children to be fluent mathematicians who work efficiently and collaboratively.

## Implementation

- To ensure planning is appropriate we use prior assessments and professional judgement alongside our skills and knowledge progression document.
- National Curriculum and the EYFS curriculum is referenced to support our planning process.
- We use White Rose Maths to help us deliver a coherent mathematics curriculum, adapting it where necessary. This is supported by the NCETM PD materials to allow pupils to gain a deeper understanding of key mathematical concepts and structures.
- Our key stage 1 and 2 classes are mixed age. However, pupils are taught their year group objectives.
- Classes in Key Stage One hold Mastering Number sessions daily which enable the children to practise, embed and therefore become fluent in working with number.
- Children are supported through specific planned interventions and are challenged by being exposed to a variety of rich and sophisticated problems.
- End of unit and end of term assessments allow children to recall/revisit previously learnt knowledge and allow teachers to plan future learning opportunities.
- Conceptual understanding is developed through concrete and visual representations and children are given opportunity to explain their reasoning as part of our daily maths lessons.
- Mathematical vocabulary is woven throughout the curriculum allowing children to make links – it is also integral and visible in the learning environment.
- We encourage students to have a positive mindset and advocate that all children are able to succeed in Mathematics.

## Impact

The impact of our Mastery curriculum will mean all children have a secure long-term, deep and adaptable understanding of maths that they can apply in different contexts. Pupils know about different ways that maths can be used to support their future potential.

The impact will be measured through monitoring including: pupil voice, lesson observations and work scrutiny alongside assessments using our skills and knowledge progression documents with internal/external moderation will demonstrate that;

- Children will be ready for the next part of their learning journey (which includes being secondary ready)
- Children will gain confidence and will show capability with fluency, reasoning and problem solving.
- Children will be enthusiastic about mathematics
- All pupils will make at least good progress from their starting points and many pupils making better than expected progress
- Pupils will see mathematics as not a discreet subject but as a vital part of everyday life
- Children will learn that it is okay to make mistakes. We say: 'I can't do it, yet!'

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