



Maths



Intent (curriculum design, coverage and appropriateness)	Implementation (curriculum delivery, teaching and assessment)	Impact (attainment and progress)
<p>The aim of the Maths curriculum is to ensure all children:</p> <ul style="list-style-type: none"> • Become fluent in the fundamentals of maths through intelligent practice. • Develop their conceptual understanding and the ability to recall and apply knowledge rapidly. • To reason and problem solve by applying their mathematics to a variety of increasingly complex problems. • To build upon children’s knowledge and understanding from Reception – Year 6. • To develop independent learning behaviours through choice and challenge. • To develop confident, articulate children. • To develop resilience and stamina to enable all children to reason and problem solve with an increased confidence. <p>EYFS</p> <ul style="list-style-type: none"> • To develop a deep conceptual understanding of the numbers to 10, providing all children with a secure base knowledge from which mathematical mastery is built. 	<p>We have adopted the Power Maths scheme (NCETM approved) to support our teaching of maths. It has been designed to support and challenge all pupils, and is built on the belief that everyone can learn maths successfully.</p> <ul style="list-style-type: none"> • children self-assess, are constantly challenged and have clear worked examples, models and images to help their understanding. <ul style="list-style-type: none"> • Units are planned to ensure a broad and balanced curriculum is taught across all areas of maths and topics are revisited regularly • Daily maths lessons include fluency, problem solving and reasoning to provide opportunities for intelligent practice and appropriate challenge for all groups of learners. • Every lesson follows the same format: Discovering the real life maths in a story/ picture, then sharing ideas, thinking together, independent practice and finally reflecting on what they have learned at the end of the lesson. • Fluency based sessions are held regularly to develop rapid recall and retention across all classes. • Concrete manipulatives and pictorial representations are used to support conceptual understanding and make explicit links. • Children complete end of unit progress checks to gauge understanding. • Gaps identified are used to inform planning and provide intervention. • We practise mental arithmetic daily and explicitly teach strategies for calculation with a focus on mental methods, jottings and formal written methods. • We use Timestables Rockstars to further improve our teaching of tables and recently purchased SumDog, initially to facilitate remote learning. We now use the latter to complement teaching, as it provides opportunities to practise skills and assess progress. • Teachers have access to CPD to improve their confidence and ability to teach Maths effectively. <p>Our maths lead is on a Primary Maths Mastery specialist programme with the Maths hub and brings this learning back to school to improve our maths provision</p> <ul style="list-style-type: none"> • Progression and coverage is monitored closely to ensure continuation from EYFS to Year 6. • Curriculum leaders work alongside teachers to ensure the quality of teaching throughout the school. • Resources are audited to ensure they are suitable, appropriate and useful. 	<p>Enthusiastic, excited and curious children.</p> <ul style="list-style-type: none"> • Children’s progress is tracked using our pupil tracking system and the skills progression grids. • Any areas of development will have been identified. • Internal moderation of books provides evidence of consistent teaching and opportunities where all pupils use their knowledge of manipulatives and pictures to write abstract ideas. • Well planned sequences of learning, support children to develop and refine their maths skills. • Children are independently able to apply their understanding to solve a range of complex problems across all subjects. • Children reason with confidence and accuracy. They are able to voice their opinions and justify decisions they have made. • Children are excited by maths and enjoy lessons. • Children have a deep understanding of mathematical concepts that they are using in their wider school community.

	<ul style="list-style-type: none">• Our subject monitoring system, includes planning scrutiny, book looks, subject data analysis, subject coverage checks, lesson observations and pupil conferencing. This will enable the curriculum leaders to check coverage and progression	
--	--	--