



## Maths - Intent, Implementation and Impact (24/25)



### Intent

- For children to become confident, competent and independent mathematicians
- To provide our children with a variety of mathematical opportunities, which will enable them to make the connections in learning needed to enjoy greater depth in learning,
- Ensure children are confident mathematicians that aren't afraid to take risks
- Develop children's ability to articulate, discuss and explain their thinking using appropriate mathematical vocabulary
- Deliver an inspiring and engaging mathematics curriculum, taught by highly-enthusiastic staff, which sparks curiosity and excitement and which nurtures confidence in maths

### Implementation

#### **Embedding quality first teaching and learning is essential. How do we achieve this?**

- We use a mastery approach
- We follow the White Rose small steps in line with the DFE Ready to Progress document.
- Teachers deliver 1 hour maths session daily including a Fi4 (fluent in four questions) aspect.
- Fi4 enables teachers to revisit prior learning in order to ensure that knowledge remains in the children's long term memories. We have 4 questions - 1 pre-teach, 2 retrieval, 1 review (last lesson's learning).
- Children self mark after each learning opportunity - fluency, reasoning and problem solving. The children explain to the teacher how they solved various problems and the teacher will model the process on the board. Children who make mistakes edit their work in purple pens.
- Children self assess through ticks
- Teachers to prioritise the 1 tick pile for marking first. Any children who need further support will get Top Up that afternoon / prior to the next lesson. They will also get a next step if they achieved 2 ticks.
- hot tasks - the unit after it has been taught. Teacher to monitor progress and update assessments and inform future planning (links with Fi4).
- Online apps - mathletics, times table rock stars.

#### **Additional provisions to the 1 hour maths lesson:**

- **EYFS and KS1 also follow the NCETM's mastering number programme.** This is taught 4 x a week to the whole class. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.

- **In Years 3 and 4 children follow the Claire Christie Multiplication programme.** This programme is a highly regarded scheme of learning based around memorising 1 times table fact a day.

### **Assessments**

- Summative assessments include PUMA tests that are carried 3x a year and end of unit hot tasks.
- Formative assessment - marking, assessment and feedback

### **How is the curriculum monitored?**

- Teachers are developed through a process of monitor - support - review.
- The maths lead and SLT carry out learning walks and monitor outcomes in book. Teachers are given specific feedback to themselves and their class / year group. Learning walls are monitored.
- Pupil voice - helps to monitor engagement in the subject as well as forming part of learning walks.
- Pupil Progress meetings happen 3 times a year to identify any children that are off track and enable a plan to be formed to get them back on track.

### **Impact -**

- 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
- 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
- Children are leaving KS1 with more competent number skills following the introduction of the Mastering Number Programme in 2022.
- Y4 multiplication results are continually increasing.
- End of KS2 results show that we are broadly in-line with that of the national average, as well as an increasing proportion of children demonstrating greater depth. (70% of children passed their Maths SATs at the end of 2023)