MATHEMATICS

IMPACT, IMPLENTATION AND IMPACT STATEMENT

Intent

The intent of our mathematics curriculum is to provide children with a foundation for understanding number, reasoning, thinking logically and problem solving with resilience so that they are fully prepared for the future. It is essential that these keystones of Mathematics are embedded throughout all strands of the National Curriculum. By adopting a Mastery approach, it is also intended that all children, regardless of their starting point, will maximise their academic achievement and leave St James Primary School with an appreciation and enthusiasm for Maths, resulting in a lifelong positive relationship with number. We intend to fully develop independent learners with inquisitive minds who have secure mathematical foundations and an interest in self-improvement.

- We ensure that we deliver a high-quality maths curriculum that is both challenging and enjoyable.
- We want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.
- We intend for our pupils to be able to apply their mathematical knowledge to science and other subjects.
- We want them to know that maths is essential to everyday life and that our children are confident mathematicians who are not afraid to take risks.
- We want pupils to learn to develop an argument, show justification or proof using mathematical language.

Implementation

Our implementation is developed through secure understanding of the curriculum and subject area.

Teaching and Learning, Content and Sequence.

For maths, our long-term planning follows the National Curriculum 2014. Weekly and daily lessons follow the White Rose Maths small steps materials (Version 3.0). By using this scheme of learning, we provide a Mastery curriculum approach which ensures coverage, deepening levels of understanding and stretch for all pupils. We use these materials along with other carefully selected resources designed to interest, inform and inspire our children.

Maths lessons are designed with a concrete, pictorial and abstract (CPA) approach, providing our pupils with the scaffolding required to access the learning at all levels.

We place a large emphasis on pupil engagement and design lessons which involve all pupils using questioning and modelling at the centre of every lesson.

To implement our intent, we ensure that our children are invested in their learning and are making a positive contribution to their lessons.

Leadership, Assessment and Feedback

Formative assessment within every lesson helps teachers to identify the children who need more support to achieve the intended outcome and who are ready for greater stretch and challenge through planned questioning or additional activities.

Feedback is given on children's learning in line with our feedback policy where a RAP (Read And Progress / next step) is given twice a week to further their learning, in addition to verbal feedback throughout the lesson.

Summative assessments are completed at the end of each block in the White Rose scheme to measure progress.

In order to support teacher judgments, children are assessed at the end of every term using a standardised test.

Impact

A mathematical concept or skill has been mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations.

Children demonstrate quick recall of facts and procedures. This includes secure knowledge of multiplication and corresponding division facts.

The flexibility and fluidity to move between different contexts and representations of mathematics and a solid grasp of number sense are essential.

The ability to recognise relationships and make connections in mathematics.

Children show confidence in believing that they will achieve.

Children show a high level of pride in the presentation and understanding of the work.