

### Intent, Implementation and Impact in Mathematics

<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
<p>At St Mary's our intent for mathematics is to teach a rich, balanced and progressive curriculum using Maths to reason, problem solve and develop fluent conceptual understanding in each area. Teachers and governors are kept regularly informed of developments in our frequently reviewed curriculum. Teachers are supported and aided in their roles ensuring confidence in the skills and facts they are required to teach. Lessons are child focused and maths is kept fun and current in school.</p> <p>Our curriculum allows children to better make sense of the world around them relating the pattern between mathematics and everyday life. Our policies, resources and schemes support our vision e.g. our calculations policy, Lancashire planning, I See Reasoning, White Rose Maths and NCETM Teaching for Mastery.</p> <p>The mapping of Mathematics across school shows clear progression in line with age related expectations. Pupils are challenged and we believe in a child led approach whereby pupils can take ownership of their learning, choosing</p>	<p>Subject expertise allows the intentions of our mathematics curriculum to be executed successfully. As subject leader, I have four years experience in the role and have taught year six for three of those years. This has allowed me to gain an excellent knowledge of the expectations of the curriculum. CPD is important in maths and all staff are being encouraged to raise any issues they have within mathematics in order to ensure everyone is confident in what they teach. I personally completed a two-day mathematics course and several teaching assistants attended a maths vocabulary course, whilst our Y3 and Y3/4 teachers attended a maths resources course recently. Good practice is always shared between staff and all CPD is used to inform teaching and learning across school.</p> <p>I have led several staff meetings for professional development, the latest having been in February 2019. This detailed all updates and intentions including the new times table test, our focus on 'chilli challenge' and discussed resources for maths. Resources and equipment are audited and up to date, all staff had opportunity to submit orders to me and these were fulfilled – our maths cupboard also holds many whole-school resources. Our resources allow us to better use models and images to support learning in each area. Children are familiar with these and able to access them independently where needed also supporting learning in different contexts.</p> <p>Staff have several materials to refer to for short-term planning including Lancashire planning, I See Reasoning, White Rose Maths and NCETM Teaching for Mastery – these are used across KS1 and KS2 allowing children to be exposed to a variety of different types of learning and problems. Teachers also implement the schools agreed calculations policy for progression in written and mental calculations. Our year group Nfer tests help teachers to gather an understanding of their pupil's existing understanding of topics. Formative assessment is incredibly important at St Mary's where we focus on challenge questions, analysis of learning, extension work, mini plenaries and discussion with peers. There is coherent progression seen in planning within each unit and activities in EYFS develop knowledge and skills of key learning.</p>	<p>The impact of our mathematics curriculum is that children understand the relevance of what they are learning in relation to real world concepts. We have fostered an environment where Maths is fun and it is OK to be 'wrong' because the journey to finding an answer is most important. Our children have a growth mindset and they make measurable progression against their own targets.</p> <p>Our maths books are packed with a range of activities showing evidence of fluency, reasoning and problem solving. Our feedback and interventions are supporting children to strive to be the best mathematicians they can be ensuring a greater proportion of children are on track.</p> <p>Children 'have a go' and choose the equipment they need to help them to learn along with the strategies they think are best suited to each problem. Children are developing skills in being articulate and are able to verbally, pictorially and in written form reason well.</p>

<p>their own level of task whilst those who are identified as SEND or underachieving are supported completely, revisiting learning where needed.</p> <p>Mathematics in our school is enhanced by our individual class working walls designed to aid children through each topic, through our TT Rockstars competitions and also in our collaboration with external organisations such as Accrington Stanley who lead 'Football by Numbers' and sport focused Maths across KS2.</p>	<p>Mathematical vocabulary is explicitly written within the each year group's weekly planning – this is discussed with children who are encouraged to use it independently. Children are given opportunity to reason and solve problems regularly; learning is varied and allows for deep and secure understanding. Both greater depth and struggling learners are given small group, 1-2-1 and/or timetabled intervention in order to ensure every child is reaching their full mathematical potential. Our ITrack monitoring is reviewed termly and target children are selected for further support. Parents are informed of and encouraged to be involved in our school mathematics implementation through SeeSaw, maths homework, TT Rockstars challenges, parent's evenings and yearly reports. Teachers are also all available for parents to speak to both before and after school.</p> <p>Teachers develop fluency through practicing key skills, repeating, reinforcing and revising which is all built in to formal planning across school. Children are given time to practice and perfect their calculation strategies including giving pupils opportunity to make appropriate decisions when estimating, calculating and evaluating the effectiveness of their chosen methods. Feedback including our whole school 'next steps' system is designed to ensure pupils are well informed and making visible progress.</p> <p>Discussion is essential to our learning and time is planned into lessons for this, task types are varied to suit different pupils and their learning preferences whilst reasoning in writing remains one of our key focuses. Investigative tasks are designed to allow pupils to follow lines of enquiry and develop their own ideas, justifying and proving their answers. Children work both collaboratively and independently solving problems, which require them to persevere and develop resilience.</p>	<p>Our school standards are high, we moderate our books both internally and externally and children are achieving well.</p>
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