



## Together Everyone Achieves More

*Through....Loving learning, loving each other and loving life itself*

***AGAPE: The Good Samaritan (Luke 10: 25-37)***

North Curry C of E Primary School  
Maths Intent, Implementation and Impact Statement.

### **Intent – our agreed ways of working**

Our intent for Mathematics (in line with our vision of loving learning) is to teach a rich, balanced and progressive curriculum using Maths to reason, problem solve and develop fluent conceptual understanding in each area. We want the children to enjoy Maths. Our curriculum promotes spiritual development by enabling them to make better sense of the world around them by making connections between mathematics and everyday life – the big picture – and appreciating the awe and wonder of Maths e.g. infinity, and wow factor e.g. Fibonacci's sequence and symmetry in nature.

In line with the other primary schools in Huish, White Rose is used as the main approach for all school's Maths curriculum, including when things are taught (coverage and sequencing) and pedagogical approach (mastery, small-step approach). The structure of the Mathematics curriculum across school shows clear progression in line with age related expectations. Teaching curriculum content in blocks allows children to explore skills and knowledge in depth and gain a secure understanding of particular subject matter. Key knowledge and skills are also revisited regularly allowing repetition to embed learning, this is clear in our White Rose framework. A concrete, pictorial, abstract approach provides children with a clear structure in which they can develop their depth of understanding of mathematical concepts. We aim to ensure that mathematics is a high profile subject which children view positively, always trying their best and with a 'can do' attitude of resilience, especially when problem solving and reasoning, and in which they are happy to share gloriously wonderful mistakes which all can learn from.

### **Implementation – everyday delivery**

We teach the National Curriculum, supported by a clear skills and knowledge progression (White Rose and Calculation Policies) and DfE Mathematics guidance. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Our maths curriculum is progressive; at KS2 it is designed to develop competencies to equip pupils for KS3 where they will build on KS2, make connections and solve increasingly sophisticated problems. Children receive a minimum of 5 hours maths tuition each week.

Support is determined during each lesson, and after each lesson, via careful assessment to ensure secure understanding based on the needs of the child. Maths teaching and learning is frequently reviewed to ensure that it is current and effective and teachers are supported and aided in their teaching of mathematics through

appropriate CPD ensuring confidence in the skills and knowledge that they are required to teach, through the Huish Maths Hub and INSET Days, the subject leader, external courses, a Maths advisor and termly moderation/book look monitoring and staff meetings. Curriculum maps are based on White Rose yearly overviews which set the curriculum out in blocks enabling children to get to grips with different areas of Maths through extended periods of time. Alongside the White Rose materials, we use many other resources to ensure that our offer is rich and varied. These include: NRich, Third Space Learning, Abacus, Classroom Secrets, allowing children to be exposed to a variety of different types of learning and to ensure coverage of fluency, problem solving and reasoning in different formats. Teachers also implement the White Rose calculation policy for progression in written and mental calculations. Progression documents such as our calculation policy are carefully used to ensure that children are not being stretched outside their year group but rather deepened within it - given a sideways stretch which promotes mastery. Pre and post unit assessments are used along with termly summative White Rose assessments which help teachers to gather an understanding of their pupil's existing and developing knowledge and skills. Correct mathematical vocabulary is used by all teachers and this is discussed with and explained to children who are then encouraged to use it independently when talking about Maths. Vocabulary is displayed clearly on working walls, and in planning, and is referred to in every lesson. Fluency is developed through repeating, reinforcing and revising key skills; regular arithmetic takes place in all classes. Children are given time to practice and perfect their calculation strategies including giving pupils the opportunity to make appropriate decisions when estimating, calculating and evaluating the effectiveness of their chosen methods. Feedback is given in a variety of ways to ensure pupils are well informed and making visible progress. Times tables play an important part in our maths learning, with children developing their fluency in rapid recall of tables up to 12 x 12 by the end of Year 4. While the rapid recall of times tables are being developed, children are also learning how to apply and manipulate their understanding of this to reason and solve problems. Children from Y2 – Y6 have the opportunity to consolidate and apply their times tables knowledge in the curriculum and it is given high priority as homework.

Regular Maths Days events are held where they link in and work well:

NSPCC Day annually; Number Day; Fibonacci Day; Power of Tens Day; Money week; Pascal Day; Summer topical maths problem solving booklet (Upper KS2) and Maths story telling day.

Cross curricular Maths is encouraged e.g.: WW2 – old money and measure-cooking; Science enrichment weeks and investigations – Ditch the Dirt. Stemterprise – budgeting, money, area, perimeter, pie charts, mean, data handling and line graphs. Geography fieldwork Enrichment Week – lots of position and direction, statistics – transport survey and graphs. Computing – excel surveys and graphing, x tables quizzes, coding. Consistency is key and is ensured through our non-negotiables for Maths which are monitored termly.

### **Impact – How are we making a difference?**

The impact of our Mathematics curriculum is that children understand the relevance and importance of what they are learning in relation to real world concepts – the Big Picture is clear on our learning walls and changes regularly, depending on the topic. Children know that maths is a vital life skill that they will rely on in many areas of their daily life. Children have a positive view of maths due to learning in an environment where maths is promoted as being an exciting and enjoyable subject in which they can investigate and ask questions; they know that it is reasonable to make mistakes because this can strengthen their learning through the journey to finding an answer. Children are confident to '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. Our children have a good understanding of their strengths and targets for development in maths and what they need to do to improve. Our maths books evidence work of a high standard of which children clearly take pride; the components of the teaching sequences demonstrate good coverage of fluency, reasoning and problem solving. Our feedback and interventions support children to strive to be the best mathematicians they can be, ensuring a high proportion of children are on track or above. Daily assessment is incorporated throughout the lesson through live and verbal feedback, following our marking policy. Green pen shows dialogue between the child and teacher. Reflection time is evident in each lesson where children respond to the marking. The children also self-evaluate in green pen and the teachers respond to this. Peer marking is evident in red ink. Our school standards are high: we moderate our books both internally and externally and children are achieving well.

White Rose Maths summative assessments are used at the end of each term and reported on Bromcom in our termly Pupil Progress Meetings. The data is then analysed. Interventions are then put in place for those who need them.

Gaps in learning are filled by: TA and teacher support and differentiation; interventions such as Maths detectives, The Power of Two and interventions specific to individuals to address their gaps; homework is used to reinforce learning and times tables, and precision teaching is used where appropriate e.g. in the learning of times tables. Our Maths Action Plan is reviewed termly by SLT and governors. Lesson observations and informal drop-ins are done regularly where linked to the action plan.