

Our Maths Intent

(linked to our school values)

Our maths intent is for all our children to be **confident**, **courageous** and enthusiastic mathematicians, able to apply a core, age-related toolbox of key mathematical skills to all areas of maths. We aim to develop learners who are **curious** about maths, who can talk **confidently** about their maths using appropriate vocabulary, are **courageous** about having a go even when they are not yet sure of the answer, and who progressively understand all areas of mathematical knowledge from the National Curriculum. We look to make **connections** whenever possible and find real-life opportunities to apply the children's maths skills regularly.

Implementation

Key Skills for fluency: We focus on ensuring key skills for fluency are regularly introduced, practised and secured, with regular opportunities to retrieve and use those skills. Each class has a yearly plan for how and when key skills will be introduced to the class, and how and when they will be retrieved and practised. This plan will be added to during the year if key skills not secured from previous blocks or years need securing too. Home learning is also used to support the learning of key skills through the use of simple and effective games and the website TT Rockstars.

Maths Curriculum: We follow a yearly timetable that is linked to the White Rose Scheme. All blocks of learning follow a sequence. Each sequence has core 'End Points' that are linked to the DfE 'Ready to Progress' Criteria for each year group. Teaching materials are taken from the White Rose scheme but are also supplemented with other resources and games from other schemes, from Classroom Secrets, from Nrich and from other relevant materials.

Maths Lessons: A key skill for the week will be introduced to the children and children will practise that key skill across the course of the week so they grow increasingly confident with it.

Across the course of a week children will always experience some hands-on learning, some fluency practise and a chance to dig deeper and problem solve, applying their maths learning to a range of problems.

Children will always be encouraged to answer maths questions in full sentences, using key maths vocabulary to support their answers.

Maths vocabulary will be displayed in class, children will be given the key vocabulary for the block of learning in a knowledge organiser and the vocabulary will be used for a range of retrieval activities to support learning.

Each new block of learning will start with an assessment task which will help to focus the teaching of that block. In books there will be a clear start to the sequence on pale blue paper showing areas of learning, key vocabulary and images to support the learning where relevant. Each lesson will have a clear learning objective linked to a core question that children will then reflect on at the end of the lesson in order to see how they have made progress. At the end of each sequence of lessons there will be an assessment task to ensure learning of that block is secure. This will be on yellow paper.

Impact

End Points are assessed at the end of each teaching sequence and where children have not achieved these end points, TA intervention will focus on securing these during the next sequence.

PUMA tests will be used at the end of each term to assess where children are in relation to age related expectations.

Key skills will be assessed more informally throughout the term and then at the end of each term will be more formally assessed in order to review, and revise if necessary, key skills plans for the following term.