

Our Maths Intent

Our maths intent is for all our children to be **C**onfident, **C**ourageous 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 **C**urious about maths, who can talk **C**onfidently about their maths using appropriate vocabulary, are **C**ourageous about having a go even when they are not yet sure of the answer, and who progressively understand all areas of mathematical understanding from the National Curriculum. We look to make **C**onnections whenever possible and find real-life opportunities to apply the children's maths skills regularly.

Implementation

Key Skills for fluency: We focus on a daily key skills session at the start of our maths lessons. These sessions are to ensure that the key skills for maths fluency are acquired by all children at the age they are going to need to be fluent in them, and they are also then regularly practised, secured, and retrieved. Teachers have a plan for every half term for their key skills session, and they focus on a different key skill each day of the week. These sessions are then assessed by the subject leader before half term to check progress and plan the next half term's sessions.

A yearly plan for the key skills is currently being finalised which will clarify which key skills must be acquired by the end of each year. Children will also have their own key skills 'tool-box' which will enable them to see how they are developing the knowledge and skills which will help them to become secure and confident mathematicians. This yearly plan will also be adapted slightly each year to include any key skills that have not been secured from previous blocks or years. If only one child has these gaps this will be the focus of maths intervention with a TA supported by the subject leader. 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 planned 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 each day will be introduced to the children at the start of the lesson, and children will practise that key skill using a range of games and activities.

In the main part of the lesson, 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 any key vocabulary for the block of learning on their teaching sequence overview sheet, a knowledge organiser and the vocabulary will be used for a range of retrieval activities to support learning.

Each block of learning will start with an elicitation task which allows the teacher to ensure that all children can make progress from their starting point. There will then be a clear teaching sequence outcome sheet which shows the objectives being learnt, the key vocabulary and images for that block, and the end points for the block if there are any. 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.

Impact

End Points are assessed at the end of each teaching sequence and where children have not achieved these end points, 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 half term will be more formally assessed in order to review, and revise if necessary, key skills plans for the following half term.