



## **Maths Intent, Implementation and Impact Statement**

### **Intent**

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. Our policies, resources and schemes support our vision and help children across the school to become fluent mathematicians who can reason and solve a range of mathematical problems. Teachers across the school have access to a range of resources to support the learning of children. Teachers decide how the children will be best supported and challenged for different areas of maths in how they use resources and planning. The mapping of Mathematics across school shows clear progression in line with age-related expectations. Staff at our school use their professional judgement when deciding if and when certain areas of maths need to have more or less time spent on them. Lots of opportunities are available for children to develop their rapid recall and knowledge of number facts to be able to apply these skills in different contexts.



### **Implementation**

Our use of practical and electronic resources allow us to implement the intents of our maths curriculum, and enable children to better use models and images to support learning in each area and develop a deeper understanding of what they are learning. Children are familiar with these and are able to access them independently where needed, also supporting learning in different contexts. Assessments are carried out regularly, to help teachers to gather an understanding of their pupil's existing understanding of topics. Formative assessment is used to focus on challenge questions, analysis of learning, extension work, mini plenaries and discussion with peers. Mathematical vocabulary is used to ensure that learning is varied and allows for deep and secure understanding. Fluency is developed through practising key skills, repeating, reinforcing and revising. Children are given time to practice and improve their calculation strategies, including having opportunities to make appropriate decisions when estimating, calculating and evaluating the effectiveness of their chosen methods. 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 when solving problems, which require them to persevere and develop resilience.



### **Impact**

The impact of our teaching is that all children, regardless of ability, we have exposure to a full mathematics curriculum. Children are developing skills in being able to reason verbally, pictorially and in written form. Our teachers will use their professional judgement, to deliver a cyclical curriculum allowing children to regularly revisit concepts to build on prior knowledge, to strengthen their skill set and confidence. Evidence of progress can be found classwork, assessments and through discussion with pupils. Feedback, marking, self-assessment and interventions are used effectively in supporting children to strive to be the best mathematicians they can be ensuring a greater proportion of children are on track to achieve.

