

## MATHS

### INTENT

We cover the entire EYFS, KS1 and KS2 National Curriculum For maths. We want all our children to experience the learning of the whole curriculum, with creativity, enquiry, practical learning, cross-curricular links and application informing our delivery of these learning opportunities; we foster a concrete, pictorial and abstract approach and encourage a wide range of explanations and strategies in solving reasoning questions. We foster a positive “can do” maths approach. We believe all children can achieve in mathematics, and teach for secure and deep understanding of mathematical concepts through manageable steps. At our school, the majority of children will be taught the content from their year group only. They will spend time becoming true masters of content, applying and being creative with new knowledge in multiple ways.

We aim for all pupils to:

- become fluent in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- be able to solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios
- reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.
- have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately to be successful in mathematics.

So that our children, “learn not for school, but for life”.

### IMPLEMENTATION

Cross-curricular planning on a half-termly basis

Subject Leader monitors, supports, challenges and assesses through Leadership time.

Maths has dedicated time each term.

Regular use of external teaching specialists and visits/visitors; STEM challenges

Regular use of learning opportunities in local area;

Work is planned through rigorous focus on AfL and Next Steps in planning; work is therefore planned and implemented to the needs of the children in long, medium, and short-term.

Half-termly assessment of Maths. Transition planning/sharing time for Maths

SENDco and SLT monitor, support and challenge the inclusion and success for all groups and individuals

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately within the year as mapped out by the NC statements in our Assessment grids.

Maths Lesson: Planning is based on National Curriculum Statements manageable steps. Children are taught Mathematics for approximately 1 hour daily. Support is determined during each lesson to ensure secure understanding based on the needs of the child. Challenge is visible throughout the whole session, where children are asked to reason and prove their understanding at a deeper secure level. Concepts are constantly checked and reinforced.

### IMPACT

By the end of KS2 we aim for children to be fluent in the fundamentals of mathematics with a conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

They should have the skills to solve problems by applying their mathematics to a variety of situations with increasing sophistication, including in unfamiliar contexts and to model real-life

scenarios. Children will be able to reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.  
Vast majority of children meet end of year predictions in all areas.