

# Maths– Intent, Implementation and Impact Statement

## **Intent**

At Hook CE Primary School we believe that Maths teaching and learning should develop firm understanding on key mathematical concepts whilst developing good reasoning and problem solving skills to prepare them for life in the modern world. Children should develop an understanding of a range of mathematical concepts and become fluent in applying their mathematical skills.

Additionally, when appropriate, children are taught to use their mathematical knowledge in a cross curricular way and is linked to learning through the termly themes. This shows children how a good understanding of mathematical concepts can support us in our daily lives and allows children to make connections with the wider world around them. Keeping up-to-date with current research and curriculum professional development ensures our curriculum offer is always relevant.

## **Implementation**

The structure of the Mathematics curriculum 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 by moving through the small steps with their current understanding as a starting point. Key knowledge and basic skills are revisited regularly allowing repetition to embed learning in morning activities but also planned into units.

The children's acquisition of knowledge and understanding of Mathematical concepts is supported using the Concrete, Pictorial and Abstract representations approach. Starting with concrete resources allows the children to see a physical representation of the maths concepts they are learning. Being able to manipulate the resources allows them to begin to build a picture of the mathematical process. Moving onto pictorial representations of the same models aids the children to move their understanding onto the more formalised and abstract representations of mathematical concepts.

The school use the **White Rose** units to work to structure the learning across the year groups, ensuring learning is carefully scaffolded to enhance current understanding. The small steps approach allows teachers to ascertain the children's current understanding within a unit and build from there. Following the structure of the **White Rose Scheme** allows leaders to carefully monitor the teaching and learning of maths across the year.

Staff subject knowledge and understanding is key to the success of the Maths curriculum. We continually strive to build upon the excellent understanding of the expectations of the curriculum through curriculum professional development opportunities.

Staff use an agreed calculations policy for progression in written and mental calculations. This consistency of approach is key to developing the children understanding as they move across the year groups and progress towards more challenging concepts.

Teachers take available opportunities to revisit learning, such as morning work, lining up, washing hands. These all encourage children to build fluency in their understanding and recall. Teachers take every opportunity to work directly with individuals during the maths sessions to allow them to have a clear understanding of each child's needs. This allows for rapid interventions to take place during the session, and beyond if necessary. Teachers understand the needs of all pupils well and know what is required for each child to make the best progress possible from their starting point. This includes children with **SEND** and maths will often be built into **EHC Plans** where appropriate. It is important that children show and feel confident in their mathematical knowledge and have a good understanding of what helps them achieve. Feedback is given to children in line with our marking policy. Where possible, in the moment feedback is preferable and children are encouraged to discuss their learning to further develop understanding and mastery of key skills.

Children's understanding is assessed on a day to day basis, with teachers using the evidence in books and from speaking to children to ascertain their current level of understanding. Their understanding is tested more formally in the form of three assessment windows across the year when they complete **NFER** tests in Mathematics which are closely matched to the teaching and learning structure we follow. These tests are scrutinised to show where the children have good knowledge and transferable skills and also any gaps in understanding or lost

learning. This informs the teachers planning to ensure there is an opportunity to fill any gaps either through whole class teaching or specialist intervention.

## **Impact**

Children at Hook C of E Primary School become confident mathematicians. They can recall and facts and have fluency in the calculations. Children are able to transfer their knowledge and understanding across other subjects across the curriculum and have an appreciation for the importance of maths in the wider world. Children are proud of their Maths work and are positive about their maths learning journey, knowing that mistakes are part of the learning process and with resilience they can overcome any challenges.

Moderation both internally and externally ensure our judgements are supportive and allow children to demonstrate their understanding to a wider audience.

Children make good progress from their starting points and develop good foundations for their next stage of learning.