



INTENT - IMPLEMENTATION - IMPACT

MATHS

INTENT

At Semley School, our intent is to support our children in developing positive, resilient and reflective attitudes to maths. We promote the fact that 'We can all do maths!' and ensure all children experience success within the subject. We are committed to ensuring that children are able to recognise the importance of maths in the wider world and that they are able to choose and use their mathematical skills and knowledge confidently in their lives in a range of contexts.

We are committed in our use of a concrete, pictorial and abstract approach to maths in order that children secure their understanding and have a firm foundation for future learning. Our mastery approach to maths embeds fluency and reasoning of the core skills and knowledge within the National Curriculum leading to a sustained and deepening understanding of the subject. We strive to ensure our children are enthusiastic, creative, independent and articulate mathematicians, who are able to reason, apply and problem solve within maths and transfer these skills to other subjects.

IMPLEMENTATION

Every class from EYFS to Y6 follows the White Rose scheme of learning which is based on the National Curriculum. Due to our mixed aged classes teachers have altered the order of some units in order to enable teachers to provide quality first teaching to both year groups within their class. Lessons are personalised to address the individual needs and requirements for a class, but coverage is maintained. In order to further develop the children's fluency, reasoning and problem-solving, we use Deepening Understanding which correlates to the White Rose lessons and further develops children's understanding of a concept and the links between maths topics. We also use a range of planning resources including those provided by the NCETM and NRICH to enrich our children's maths diet. Teachers reinforce an expectation that all children are capable of achieving high standards in Mathematics – EVERYONE CAN! Maths is for EVERYONE!

We implement our approach through high quality teaching delivering appropriately challenging work for all individuals. To support us, we have a wide range of mathematical resources in all classrooms including Numicon, Base10 and place value counters (concrete equipment). When children have grasped a concept using concrete equipment, images and diagrams are used (pictorial) prior to moving to abstract questions. Abstract maths relies on the children understanding a concept thoroughly and being able to use their knowledge and understanding to answer and solve maths without equipment or images.

In order to advance individual children's maths skills in school and at home, we utilise NumBots (key stage 1) for number fact practise, application and consolidation, and Times Tables Rock Stars (year 2 to year 6) for multiplication practise, application and consolidation.

Through our teaching we continuously monitor pupils' progress against expected attainment for their age, making formative assessment notes where appropriate and using these to inform our teaching. We use these results and termly monitoring by the subject leader to form discussions in termly Pupil Progress Meetings and update our summative school tracker. The main purpose of all assessment is to always ensure that we are providing excellent provision for every child.



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IMPACT

Children within our school are happy learners who talk enthusiastically about their learning and are eager to further their progress in maths.

By the end of Year 6, transitioning to secondary school, we aspire that a Semley mathematician will have developed a bank of efficient and accurate skills that can be used to calculate effectively. These will have been underpinned by the C-P-A process so children understand rather than just do, which ultimately will allow children to identify when answers do not make mathematical sense. Children will be able to apply these calculation skills and understanding of other areas to become confident and resilient problem-solvers with the ability to reason and articulate their ideas mathematically.

Due to the embedding of fact sentences, children will have the language to be able to justify, reason and explain their answers.