



Statement of Intent, Implementation and Impact

Intent - What do we aim to achieve?

Mathematics is imperative to everyday life and our aim at Widmer End Community Combined School is to develop, nurture and create a lifelong and positive relationship with number. Through teaching a 'Mastery approach' all children are challenged to excel in Maths, regardless of their background or starting point. By using concrete, pictorial and abstract representations, all pupils experience hands-on learning when tackling new mathematical concepts thus developing a clear understanding. This also enables children's learning to be embedded and allows them to make connections between differing maths topics. Children will be fluent in arithmetic and other core maths skills which they will be able to apply across the curriculum.

Implementation - How do we achieve it?

Teaching

Maths lessons are taught daily and follow the 2014 National Curriculum. At Widmer End we use teaching materials, designed by Pearson, called Power Maths. Topics are taught in discrete units allowing children time to secure and practise their understanding of each concept. Lessons are progressive with small steps to build on learning from previous days or previous units. For example whilst Year 1 might be learning about numbers up to 10, in Year 2 this will be numbers up to 100 and in Year 3 numbers up to 1000.

Arithmetic skills are also constantly being developed through early morning activities, such as 'Flashback' tasks, and the use of Power Ups at the start of lessons. Regular practise also occurs via Cracking Number Facts and Cracking Times Tables. Children are also encouraged to secure their arithmetic skills further through regular practise at home. Small group or one-to-one work is also used to consolidate children's knowledge and understanding.

Arithmetic sessions are incorporated into Maths planning weekly and aims to increase confidence and improve fluency with curriculum appropriate arithmetic tasks. Small group work aims to target specific areas of mental arithmetic and to consolidate understanding.

Assessment

Assessment of each pupil's individual learning is daily and ongoing. Live feedback is provided during lessons either verbally or written. Additional written feedback is then provided through marking of work. This feedback allows teachers to adapt their planning accordingly to meet each child's learning needs. Maths meetings can be used to either consolidate or unpick misconceptions for individuals or groups of children from that day's lesson.

Written assessments occur at the end of each discrete unit to help measure children's progress and understanding. Additional termly PUMA assessments also further assist teachers in securing their judgments about each pupil. These assessments are analysed and feed into teachers' future planning.

Statutory assessments also take place at a range of points in a child's primary maths education.

Impact - How do we know that pupils are succeeding?

Pupils will demonstrate their mastery of maths in a variety of ways:

- They will be able to explain a concept or idea in multiple ways using appropriate mathematical language.
- They will be able to make connections across a range of topics
- They will have a rapid recall of number facts including times tables.

Pupils will also:

- Demonstrate a positive attitude to their maths learning because they view maths as an exciting and enjoyable subject.
- Understand and be able to explain their areas of strength and areas for development.
- Demonstrate resilience and a 'have a go' attitude to their maths learning
- Know that maths is a key life skill that they will use in many areas of their daily life.