Maths: Intent, Implementation & Impact Statement

This document outlines: the intent and rationale behind the maths curriculum, how to deliver it and how to measure pupil progress.

INTENT

School Curriculum Intent:

For our learners our curriculum provides:

- a value-based curriculum, building from a foundation of Christian values developed at the Infant School (C of E), and enhanced at the Junior School (Community), to prepare our learners to be inclusive, respectful of themselves and others, and enable them to contribute fully within our modern, multi-cultural, British society;
- responsible citizens, successful learners and confident individuals;
- opportunities to enrich the life of our learners and provide vibrant experiences to make learning real, to open their minds to wider worlds beyond their own, and to enable them to empathise with each other, and others in different circumstances, from different backgrounds, places and times;
- a linked, language-rich curriculum to develop deep understanding and cultural capital;
- development of characteristics to enable them to contribute fully within their school and wider community, now and into the future;
- skills to develop positive relationships, and high expectations of behaviour; enabling everyone to be the best possible versions of themselves;
- a range of knowledge and skills to be equipped for the next stage of education.

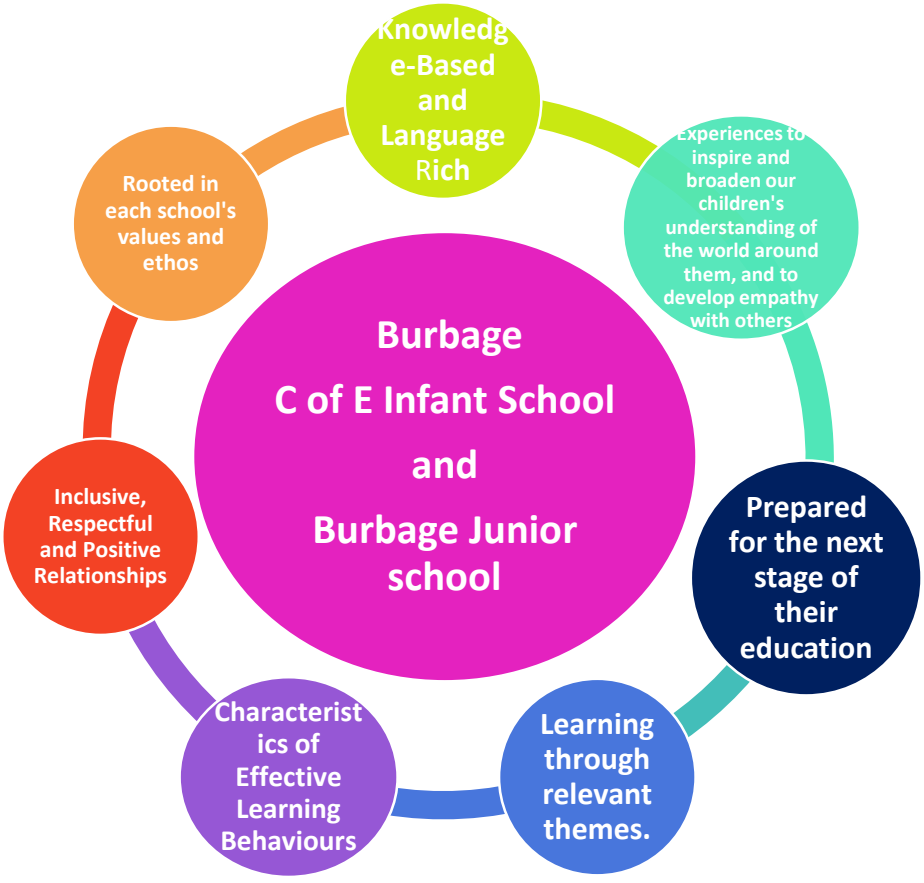
At Burbage C of E Infant School, we aim to equip pupils with the tools to understand mathematics. These tools include reasoning, problem solving and the ability to think in abstract ways. Mathematics is integral to all aspects of life; with this in mind, we strive to ensure that our children develop a healthy and enthusiastic attitude towards mathematics that will stay with them and support them in the next stage of their education and beyond. At each stage of learning, children are actively supported to reach their full potential as mathematicians.

The National Curriculum for Mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately;
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language;
- can solve problems by applying their mathematics to a variety of routine and non- routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

IMPLEMENTATION

School Curriculum Implementation:



All teachers follow the White Rose Maths Scheme of Learning from the White Rose Maths Hub. A typical Maths lesson provides the opportunity for all children, regardless of their ability, to become confident and capable learners. We are committed to building on prior learning and enabling our children to demonstrate a deep, conceptual understanding of each topic that they can develop over time. They are encouraged to develop fluency in their recall of key facts and a whole school approach to following the Mastering Number programme. This ensures a consistent

and progressive approach and prepares our children for the next stage of their education. Reasoning and problem-solving skills are explicitly taught to enable children to become independent learners who are prepared to take risks. To make the learning relevant, cross-curricular links are made wherever possible and children are encouraged to apply skills from all areas to complete real-life challenges and give learning a sense of purpose.

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Coherence	Representation & Structure	Mathematical Thinking	Fluency	Variation
Lessons are broken down into small connected steps that gradually unfold the concept, providing access for all children that enables them to apply the concept to a range of contexts.	Representations used in lessons expose the mathematical relationships and structure being taught.	Ideas are worked on by the children: thought about, reasoned and discussed with 'talk partners'.	We promote quick and efficient recall of facts and procedures and the flexibility to move between different contexts & representations.	We aim to represent the concept being taught in more than one way. We encourage children to pay attention to what is kept the same and what changes.

IMPACT

School Curriculum Impact:

Prepared for the next stage of their education

Pupils who take responsibility for their own actions and make a positive contribution to society.
Knowledge of British and global society beyond their own through the curriculum.
Able to use technology effectively and safely.
Excellent behaviour and attendance.
Healthy lifestyle choices- safe, healthy and fulfilling lives.
All children to make good progress from their starting point.
Pupils who enjoy learning and can independently explore and enquire.

The impact of our mathematics curriculum is that at the end of Key Stage 1 our pupils achieve and make progress in line with other pupils nationally, evident through:

- Fluency in their recall of key number facts and procedures;
- Accuracy in the formal calculation methods for all four operations;
- The flexibility and fluidity to move between different contexts and representations of mathematics;
- The ability to recognise relationships and make connections in mathematics;
- The confidence and resilience to reason mathematically and solve a range of problems.

Assessment is an integral part of the maths curriculum and not an addition to it. Children's work in mathematics is assessed from three aspects:

1) Informal, formative assessments are made continually by questioning the children, observing and monitoring their work. These short-term assessments are closely related to the learning objectives for the lesson and help inform next steps.

2) Periodic assessments take place at the end of a unit – we use White Rose maths end of block assessments to check progress and understanding of content covered. This information also informs interventions.

3) Summative assessment is less frequent - this is the use of tests or more formal assessments to find out what children have learnt. We use end of term assessments from White Rose which again inform future interventions.