



Intent, Implementation and Impact in Mathematics

INTENT	IMPLEMENTATION	IMPACT
<p>At Witton Church Walk Primary School our mathematical curriculum is organised in a way that aims to build children’s confidence, resilience and interpersonal skills to equip children for life. We strive to prepare our pupils to be efficient, effective mathematicians in order for them to function in an ever-developing mathematical world. Children are given time to explore mathematical ideas and concepts in depth and make connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. We provide equal opportunities and inclusion for all abilities in the use of the mastery approach to teaching maths in key stage 1 and key stage 2. We believe that all children should be able to aim high by being provided with the same quality of teaching and learning throughout the school.</p>	<p>Teachers from early years to year 6 implement the schools agreed calculation policy for progression in written and mental calculations. Our approach incorporates fluency, conceptual understanding, guided practice and independent application through the use of models and images.</p> <p>Our mastery approach to the curriculum is designed to develop children’s knowledge and understanding of mathematical concepts from year 1 through to year 6. Staff have been involved in training for the use of several materials to refer to when completing medium and short term planning, these include; NCTEM teaching for mastery and mastering number, power maths, I see reasoning and problem solving. These are used across KS1 and KS2, allowing children to be exposed to a variety of materials that both engage and challenge our pupils. There is coherent sequencing in planning within each lesson, year group and key stage which have been developed and agreed by all teachers. Quite often the curriculum for children working at a greater depth is supplemented through additional challenges. The modelling of strategies and talking through maths problems, providing sentence stems and the correct vocabulary to support reasoning is taught to ensure a consistent approach across the school.</p> <p>Concepts are developed through concrete, pictorial and abstract representations. Children are given the opportunity to reason and solve problems regularly; learning is varied and allows for deep and secure understanding. Both greater depth and learner who are struggling to master concepts are given small group work, 1-2-1 and/or keeping up intervention in order to ensure every child is reaching their full mathematical potential. Wave 1 and 2</p>	<p>The expected impact of our mathematics curriculum is that the children understand the relevance of what they are learning in relation to everyday experiences, ‘real life’. They can demonstrate efficiency by recalling facts and procedures quickly, including the recollection of the times tables.</p> <p>We expect to see the children believing that they will and can achieve using a growth mind-set approach to their learning. The curriculum allows the children to develop the ability to recognise relationships and make connections within their maths lessons and beyond. It is expected that the children will demonstrate high levels of pride in the presentation and understanding in their work and that they achieve the objectives set for their year group, therefore being at an age related expected level or working at a greater depth and making good progress.</p>

interventions at the time of learning are seen as the most effective approach to addressing misconceptions.

At Witton Church Walk we believe in enriching our maths curriculum by using working walls and involving children and their families in Number Day, workshops, homework and the use of TT Rockstars and numbots.

We see formative assessment as being integral to each lesson through addressing misconceptions, challenging with questions, analysing learning, extending learning and discussions with peers. Summative assessments are completed at the end of the academic year and reported to parents in the end of year report.

The maths leader has a clear role and overall responsibility for the progress of all children in maths throughout school. Working with SLT, key data is analysed and regular feedback is provided to inform on progress and future actions.



Vision

At Witton Church Walk we feel strongly that the maths curriculum should enable our learners to become self-confident, fluent mathematicians that understand the purpose of maths and can make connections with real life. We aim to develop positive attitudes towards maths by ensuring we provide a curriculum that is exciting and engaging and one which will help develop the necessary resilience needed to persevere and achieve. We also believe that it is our responsibility to provide a strong foundation in basic skills and fluency in order to support the children in their maths journey helping them to be prepared for the next stage in their education. Overall we would like to see our children leave Witton Church Walk feeling prepared, confident and knowledgeable learners who believe in their own abilities in maths and who feel they can go on to succeed even further.