

	<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
<u>Maths</u>	<ul style="list-style-type: none"> • To develop positive attitudes towards the subject and an awareness of the relevance of mathematics in the real world • To encourage competence and confidence in using and applying mathematical knowledge, concepts and skills • We plan to provide a mastery approach across the curriculum following the White Rose Maths scheme. • Activities will encourage the opportunity/ability to solve problems, to reason, to think logically and to work systematically and accurately • Initiative and motivation to work both independently and in cooperation with others • Confident communication of maths where pupils ask and answer questions, openly share work and learn from mistakes 	<p>Throughout the federation, children study mathematics daily following the White Rose Maths (WRM) Scheme of Learning. WRM is a blocked scheme, which allows for depth and breadth of learning within each strand of mathematics.</p> <ul style="list-style-type: none"> • Concrete, Pictorial and Abstract Learning: <ul style="list-style-type: none"> - Children engage and have access to a wide and varied range of concrete manipulatives, pictorial representations, and abstract methodologies within each session. - Cohesive use of CPA is a fundamental part of mastery in mathematics for all learners, not just those pupils with SEND. - Concrete and pictorial references scaffold and strengthen understanding and are widely used as a teaching and learning tool from Foundation Stage to Year 6. • Fluency, Reasoning and Problem Solving: <ul style="list-style-type: none"> - Every maths session includes the opportunity for children to develop their fluency skills, construct chains of reasoning using relevant knowledge alongside relevant terminology and solve increasingly complex problems in a systematic and coherent way. - Teachers use a range of sources to plan from to provide children with a variety of questions/extensions. - Throughout the federation, we also encourage the use of Times Tables Rockstars and Flashback 4 to develop children’s fluency recall. If a child is needing additional support, we use the Number Sense and Power of 2 program as an intervention. 	<ul style="list-style-type: none"> • A mathematical concept or skill has been mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations. • Children demonstrate quick recall of facts and procedures. This includes the recollection of number bonds and times tables. • The flexibility and fluidity to move between different contexts and representations of mathematics. • The ability to recognise relationships and make connections in mathematics. • Children show confidence, independence, and resilience in believing that they will achieve. • Children show a high level of pride in the presentation and understanding of the work

	<ul style="list-style-type: none">• An ability to use and apply mathematics across the curriculum and in real life• An understanding of mathematics through a process of enquiry and investigation	<ul style="list-style-type: none">• Mathematical Vocabulary:<ul style="list-style-type: none">- Sessions include explicit reference to vital mathematical vocabulary and the use of stem sentences to support and encourage all children to communicate their ideas with mathematical precision and clarity.- Key vocabulary and examples are displayed on working walls within the classrooms.• Assessment:<ul style="list-style-type: none">- Teachers use precise questioning in class to test conceptual and procedural knowledge and assess children regularly to identify those requiring intervention, so that all children keep up.- Teachers live mark during lessons to provide children with quick feedback/support.- At the end of every maths block, children complete a mini end of block assessment to check this then support the teachers planning and next steps.	
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