

## **Intent, Implementation and Impact Statement for Maths**

Our Vision is “Succeeding together - fostering a love of learning, within a nurturing Christian community, to bring out ‘the best in everyone’. Our vision stands for all of us at Marsh Gibbon. Aspiring to reach challenging goals, trying something new, being resilient and celebrating achievements is what drives us forward; no matter our starting points.

The biblical text which drives our vision is Philippians 4:13 which says; How can I say ‘I can’t’ when the Bible says; ‘I can do everything through Him who gives me strength.’ This text helps our understanding that God loves us and if we work together, grow together and maintain a growth mindset, we will succeed and flourish.’

### **Intent**

The National Curriculum (2014) forms the basis for all subject teaching ensuring continuity and progression in an age-related curriculum. In addition, teachers make sure the content is relevant, stimulating and purposeful by delivering through relevant topics.

We take a mastery approach to the teaching and learning of mathematics. Essentially, our ethos is that all children can be successful in the study of mathematics. We do not accept that ‘some children cannot do maths’ or that children should be limited by prior attainment. Maths is for everyone! We teach the skills to ensure our children are resilient learners who become life-long mathematicians. We aim to deliver an inspiring and engaging mathematics curriculum through high quality teaching. Our Maths Leads will support and embed this new approach into school and will also develop their knowledge of maths mastery by attending sessions with the maths hub.

We aim for children to be numerate, creative, independent, inquisitive, enquiring and confident. Children should not be afraid to make mistakes and should fully embrace the fact that mistakes are part of learning! A mastery curriculum promotes a deep, long-term, secure and adaptable understanding of the subject, so that children become fluent in calculations; possess a growing confidence to reason mathematically and hone their problem-solving skills.

The intention of the Maths curriculum is for children to be excited about maths! Developing a positive attitude to this subject is essential. Teachers promote children’s enjoyment of maths and provide opportunities for children to build a conceptual understanding of maths before applying their knowledge to everyday problems and challenges. We ensure that challenge is provided for all children, whatever their understanding. Children are encouraged to be brave and push the boundaries, deepening their understanding further.

The only way to learn Mathematics is by doing Mathematics!

## **Implementation**

We recognise that children need to be confident and fluent across each yearly objective. To ensure consistent coverage, teachers follow the White Rose scheme of learning to support their planning. Teachers are also developing their understanding of mastery whilst working within the Maths Hub. High quality resources are used in conjunction with Power Maths, such as NRich and NCETM to support, stretch and challenge all children within the classroom. In addition, the school's calculation policy is used to ensure a coherent approach to teaching the operations across our school.

Our curriculum builds on the concrete, pictorial, abstract approach. By using all three, the children can explore and demonstrate their mathematical learning. Together, these elements help to cement knowledge so children truly understand what they have learnt.

All children when introduced to a new concept for the first time are encouraged to physically represent mathematical concepts. Objects and pictures are used to demonstrate and visualise abstract ideas, alongside numbers and symbols. Throughout Marsh Gibbon CE Primary School, you will see these three methods being used:

- Concrete – children have the opportunity to use concrete objects and manipulatives to help them understand and explain what they are doing.
- Pictorial – children then build on this concrete approach by using these pictorial representations, which can then be used to reason and solve problems.
- Abstract – with the foundations firmly laid by using the concrete and pictorial methods the children can move onto an abstract approach using numbers and key concepts with confidence.

Vigorous monitoring means that children, who need extra support with their learning, receive high quality intervention time with a teacher or teaching assistant.

## **Impact**

The impact and measure of this is to ensure children not only acquire the appropriate age-related knowledge linked to the Maths curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives.

Summative assessment takes place at the end of each unit and children's progress and attainment are discussed by teachers, subject leads and Senior Leadership team. Formative assessment takes place on a daily basis and teachers adjust planning accordingly to meet the needs of their class. In addition, we place a strong emphasis on the power of questioning: this enables us both to explore topics together as a class as well as verbally develop reasoning skills during our lessons. Children are encouraged to take ownership of their learning through self- and peer- assessment and learning coach activities.

## **Assessment and Monitoring in Maths:**

The impact of our Maths curriculum is measured through the monitoring cycle in school:

- Lesson observations, book monitoring and learning walks
- Skills progressing throughout the school is evident in children's books.
- Gathering pupil voice – to check understanding, understanding of key skills and knowledge, progression, confidence in discussing maths
- Moderating pupils work in school and in cluster meetings with other schools to ensure accurate assessments are made
- Tracking pupils' progress. This informs planning and any intervention needed

- Pupil progress meetings ensure different groups (including EAL, PP and SEND) and individual progress is monitored, and interventions organised to support good and better progress
- Parents and carers will understand how they can support at home and contribute regularly to homework.
- Importantly, monitoring is also used to identify gaps in the curriculum that may need to be addressed across the school, or within individual year groups. Monitoring is an ongoing cycle, which is used productively to provide the best possible English curriculum for our children and to ensure it is inclusive to all.

**Role of the Co-ordinator:**

- Monitor the standards in the subject to ensure that outcomes are at expected levels
- Provide ongoing support to colleagues
- Collate appropriate evidence over time – this should show that pupils' skills and understanding develop over time
- Highlight / Celebrate successes