

Misterton Primary School

Intent, Implementation and Impact in Maths

Intent	Implementation	Impact
*For mathematics to be a fundamental part of each day. *For maths to teach how to make sense of the world * For pupils to have learning behaviours that will support them into their adult life. *For pupils to become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time. * For children to develop the mathematical skills needed in order to calculate, to communicate, to reason and to solve problems. *For pupils to solve problems by applying their mathematics to a variety problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions	* A positive mathematical culture is created in school, where maths is promoted. * Events take place throughout the year that include; Celebrations, Aspirations Day, Engineering Week, Number Day, visitors, visits, and clubs. *Pupils explore, understand, and appreciate relationships and patterns in both number and shape in their everyday life. *Pupils learn about Maths around the world. * The enjoyment of maths and enthusiasm for learning is promoted through practical activity, exploration and discussion. *Pupils receive a daily Maths lesson, to include Big Maths Beat That, maths challenges, TT Rock Stars. * Pupils practise their number bonds and times tables regularly at school and at home and are assessed half-termly.	*Pupils enjoy working mathematically regularly, for information and for enjoyment/pleasure. *Pupils discuss maths with excitement and interest. *Pupils use appropriate methods and can express preferences and give opinions, supported by evidence, about different mathematical approaches and methods. *Pupils are proud of their attainment in maths. *Pupils are able to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language * Pupils know that others value their maths; they see it on display made into class books, shared on Marvellous Me with their families. *Skills progress (number bonds and times tables) throughout the school is evident in children's books.

* For pupils to become true masters of content, applying and being creative with new knowledge in multiple ways. *For pupils to be fluent and confident when explaining mathematical concepts and approaches which demonstrate good understanding * For pupils to be able to present their ideas to each other being able to elaborate and explain themselves clearly, make presentations and participate in debates which prove or disprove a point.	* A programme of study that meets the requirements of the National Curriculum 2014 is delivered. * All classes have a Maths working wall display to aid pupils visually and guide them through the processes and expected calculation methods * Opportunities are provided for children to challenge themselves, to develop communication skills, independence and co-operation when solving problems in order to take responsibility for their learning. * Maths vocabulary is displayed and referred to. * Teachers encourage a wider use of vocabulary. *Vocabulary mats and maths dictionaries are used and are accessible. * Units of work to be planned that follow the teaching sequence and cover the range of key areas. * Teachers and TAs support ALL pupils on a regular basis; providing the intervention and challenge that individuals require to advance their learning in all areas of Maths whilst maintaining independence. * Teachers and TAs model mathematical confidence and curiosity. * Teachers demonstrate the use of maths across the curriculum. * Estimation and trial and error skills are modelled by adults and used by the children.	* There is evidence of a clear teaching sequence in books and full coverage of curriculum requirements for each year group. * A range of key areas are taught across the school (progressing in difficulty) resulting in pupils being exposed to, and knowledgeable about different aspects of maths *Pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. * Pupils are confident, resilient and competent with numbers and the number system. * Tickled Pink and Green for Growth marking provides positive support and directs the pupil onto their next steps to improve their maths. *Pupils are being ambitious with starting choices(mild, spicy, hot) * Pupils respond to feedback in Better in Blue pens. * Pupils use classroom resources both practical and visual, to support their learning. * Pupils' presentation is of a high standard. *Intervention sessions enable a greater proportion of pupils to be on track to meet year group expectations or in the case of those working significantly below expectations to make better than expected progress. *Governors are informed of new initiatives that have been introduced and the impact of these.
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	* Clear presentation is expected and staff to follow the school's calculation and presentation policies. *Teachers moderate pupils work in school and in meetings with the Retford Oaks family of schools to ensure accurate assessments are made. * Teachers track pupils' progress each term in maths. * Pupil progress meetings with Headteacher/Deputy Headteacher and teachers each term ensure cohort, group and individual progress is monitored and interventions are organised. * Subject leader provides an action plan for the subject and addresses areas for development and improvement annually. *Subject leader provides two reports for the governors each year *Subject leaders conduct learning walks, lesson observations, pupil interviews and book monitoring throughout the year. *Data is analysed. Good practise is shared and next actions are planned. These are included in the School Improvement Plan and Maths Action Plan.	*Standards being met at the end of EYFS, KS1 and KS2 are broadly in line with local and national averages. *progress and attainment is consistently good across cohorts and focus groups
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