



'Let your light shine as you grow'

Subject Leader Curriculum Intent, Implementation and Impact Overview	
Subject: Maths	Subject Leader: Sam Pike

At St Mary's our intent for mathematics is to teach a rich, balanced and progressive curriculum using maths to develop a fluent conceptual understanding in each area.

Intent	Implementation	Impact
<p>Maths Children will be taught a rich, balanced and progressive curriculum with opportunities to explore reasoning, problem solving and develop their fluency. Teachers and governors are kept regularly informed of developments in our frequently reviewed curriculum. Teachers are supported and aided in their roles ensuring confidence in the skills and facts they are required to teach. Lessons are child focused and maths is kept fun and current in school.</p> <p>Curriculum</p> <ul style="list-style-type: none"> • Our curriculum allows children to better make sense of the world around them relating the pattern between mathematics and everyday life. • Our policies and resources support our vision e.g. our Calculation policy, access to White Rose, TT Rockstars etc... • The planning and monitoring of mathematics across school shows clear progression in line with age related expectations. 	<p>Subject expertise and development allows the intentions of our mathematics curriculum to be executed successfully. As subject leader, I have continued to develop my subject knowledge in the years that I have been maths lead – including running a maths focus during my NPQML training. My experience in a range of year groups has helped to develop my understanding of different year group expectations and the progression needed across the school.</p> <p>As a school we regularly move teachers across different year groups helping them to gain an excellent knowledge of the expectations of the curriculum. Good practice is shared on a regular basis in staff meetings for example: at the end of each unit target week, teachers bring a range of children's work and we compare and monitor progression across the school from EYFS to year 6 to check consistency and level of challenge.</p> <p>CPD is important in maths and all staff are encouraged to raise any issues they have within mathematics in order to ensure everyone is confident in what they teach. Strategies and advice are shared within staff meetings and through peer lesson observations.</p>	<p>The impact of our mathematics curriculum is that children understand the relevance of what they are learning in relation to real world concepts. We have fostered an environment where maths is fun and it is OK to be 'wrong' and to question because the journey to finding an answer is most important. Our children have an open mind when it comes to maths and they make measurable progression.</p> <p>Our maths books (and class books) are packed with a range of activities showing evidence of practical tasks, targeted teaching, self-challenge and progression of learning. Our verbal feedback and interventions are immediate and targeted to help aid progress, supporting children to strive to be the best mathematicians they can be ensuring a greater proportion of children are on track.</p> <p>Children have a 'I will try' attitude and choose the task and the equipment they need to help them to learn along with the</p>



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- We believe in a child led approach whereby pupils can choose their own level of task whilst those who are identified as SEND or underachieving are supported completely, revisiting learning where needed through 1:1 top-ups and small group teaching.
- Mathematics in our school is enhanced by our individual class working walls designed to aid children through each topic.
- Our focus on the teaching of an inclusive and creative curriculum ensures children are linking their learning to real-life situations e.g. reading train/tv timetables, measure for cooking, collecting and presenting data through topic and science work.

FUTURE TARGET

- *Children are challenged to show mastery of their understanding through tasks that test fluency and reasoning, including opportunities for problem solving.*

To support the children's times table knowledge, daily number (EYFS & Yr1) and then times table teaching (Yr1+) is delivered with a weekly times table test in place from Y2+. MILD, MEDIUM & SPICY choices are offered (where appropriate) to encourage child led learning and self-challenge. Where needed, this is guided and supported by the class teaching team. Resources and equipment are audited and up to date and monitored on a termly basis. Children are familiar with the different resources available and are able to access them independently where needed also supporting learning in different contexts. Teachers also implement the school's agreed calculation policy for progression in written and mental calculations.

Our year group NFER/SATS tests are delivered termly to help teachers to gather an understanding of their pupil's existing understanding of topics and identify gaps in their learning. End of unit tests are used to identify more specific gaps in understanding and intervention groups are put in place. Daily top-ups (1:1 or small group) are put in place where needed to ensure every child is reaching their full mathematical potential. Target weeks are in place after each half-term to plug gaps in key areas of the curriculum – place value, 4 operations and fraction. Teachers aim to develop fluency through practising of key skills; repeating, reinforcing and revising across all units being taught, i.e. calculation in geometry and measure.

strategies they think are best suited to each problem. Children are developing their skills to be able to verbally, pictorially and in written form share their understanding. We aspire for our children to speak confidently about their strengths and which areas they feel they need more support in.

Our school standards are high, we moderate our books both internally and externally and children are achieving well.



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Mathematical vocabulary is included in our 'vital vocabulary' discussions on a daily basis and children are encouraged to use it independently. It is displayed on our working walls and used consistently and accurately by all adults within the class.

Parents are informed of and encouraged to be involved in our school mathematics implementation through maths mornings, homework tasks, times table learning support, parent's evenings and termly and yearly reports. Teachers are also all available for parents to speak to both before and after school.

Children are given tasks that test fluency and reasoning at all levels within each year group, including giving pupils the opportunity to make appropriate decisions when estimating, calculating and evaluating the effectiveness of their chosen methods through trial and error and problem-solving tasks. This is to help develop perseverance and develop resilience.