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| At Skelton School our *intent* in Mathematics is that all children have access to a high quality and ambitious mathematics curriculum, rich in skills and knowledge, which prepares them well for the next stage in their education, everyday life and future employment. We aim to empower our children with a ‘have a go’ attitude in mathematics. Our children are taught in a positive and supportive environment where they feel confident to take risks and know that it is ok to make mistakes, and where they understand that we can learn from them. We encourage children to develop their knowledge and understanding of mathematics and aim for all pupils to enjoy, achieve highly and become confident, capable and resilient mathematicians. We *intend* that all pupils:  Become fluent in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.  Can solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios and persevere in finding solutions.  Can reason mathematically by following a line of enquiry and develop and present justification, argument or proof using mathematical language. | | |
| **INTENT** | **IMPLEMENTATION** | **IMPACT** |
| **Subject Coverage & Curriculum**  To create a knowledge and skills led mathematics curriculum where children are given frequent opportunities to practice and apply their mathematics skills. | **Subject Coverage & Curriculum**  The EYFS Framework, Development Matters and the National Curriculum programmes of study for Mathematics will be used to ensure that all children get the learning experiences required.  Teachers use Mastering Number in EYFS, which focuses on developing fundamental numeracy skills through play-based activities. This includes exploring numbers, patterns, and shapes in the context of students' everyday experiences. Activities are designed to be hands-on and engaging, allowing students to build a strong foundation for their mathematical journey. White Rose small steps of learning are used from Y1-Y6 to structure planning as concepts are ordered in a carefully structured sequence, ensuring that students master one stage and are able to then build on it before moving on too quickly  The use of the CPA approach (concrete, pictorial, abstract) supports pupils to explore Maths across the school and present their findings in written, visual and verbal forms.  Written Arithmetic and maths facts (addition and multiplication tables) are practiced regularly so that they can be applied more fluently across all mathematics lessons, reasoning and problem-solving tasks as well as other areas of the curriculum. | **Subject Coverage & Curriculum**  All children will be able to retrieve mathematical knowledge and be able to reason mathematically by following a line of enquiry and be able to justify or prove why their answer is correct, using mathematical language.  All children will have the skills and the resilience to solve problems by applying their mathematics to a variety of situations. |
| **Teaching & Learning**  Teachers implement creative teaching approaches, adapted and personalised to the children in their class, using materials and resources that accommodate the need of all pupils. | **Teaching & Learning**  \*Personalised work  \*Live marking and immediate intervention, as often as possible  \*Focus groups and maths conferences to support and extend learning  \*Access to concrete resources to support the acquisition of maths knowledge and skills  \*Use and development of year group specific mathematical language that is used by pupils to discuss, reason and communicate their methods and answers  \*Whole class, group and individual teaching assistant support  \*Focus on representation and structure, mathematical thinking, fluency  \*Teaching for conceptual understanding – focus on deeper understanding – ability to use knowledge in problem solving and reasoning  \*Many opportunities for ‘Maths Talk’ to develop vocabulary, reasoning and thinking skills  \*Use of ‘goal free’ problem solving activities to develop mathematical thinking and questioning  \*Use of recap and retrieval opportunities daily in lessons (e.g. Flashback 4) and for homework  \*Frequent practice to embed instant recall of addition and multiplication facts, which aids application across all areas of the curriculum and everyday life.  \*Younger children experience high-quality play based learning and learn through their daily experiences  \* In EYFS, Mathematical opportunities provide exciting things for children to explore, sort, compare, calculate, describe and count  \*Children are supported to be creative, critical thinkers, problem solvers and to have a go. | **Teaching & Learning**  All children make at least good progress. They have regular opportunities to apply their mathematics and are able to ‘prove it’ when reasoning and problem solving, explaining their thinking, using mathematical language. They feel confident to answer questions in lessons and to ‘have a go’ with the knowledge that it’s ok to make mistakes. Children are encouraged to identify their own mistakes and to try to use their previous learning to work out where they need to adapt and improve.  Studying mathematics at Skelton School stimulates curiosity, fosters creativity and equips children with the skills they need in life beyond. |
| **Progression & Assessment**  Teachers will plan lessons that cover the knowledge and skills that are expected for each year group. Teachers will use the EYFS Framework, Development Matters, National Curriculum Programmes of Study, Mastering Number and WRM Progression documents to plan lessons that build upon previous knowledge and skills and ensure that there is a deep understanding so that all children master their learning.  Teachers will make good use of a range of assessment strategies to ensure that all children are making at least good progress and ensure that misconceptions are addressed quickly. They will act on information from assessments to influence planning and the next steps in learning. | **Progression & Assessment**  Teachers have access to Mastering Number and White Rose Maths small steps of learning and use these to plan each lesson carefully, to ensure progression and adapt where necessary to suit the needs of the children in their classes. They also have access to other online and text resources to support their teaching of WRM small steps such as Primary Stars, Classroom Secrets, iSee Reasoning, Diagnostic Questions, Twinkl, CGP, Schofield & Simms.  Teachers across the school will use photos, videos, verbal explanations, worksheets and maths books to evidence work completed by children.  **Assessment**   * Reception Baseline assessment (within the first 6 weeks of pupils starting Reception) * EYFS Profile – assessment completed at the end of the EYFS to provide a picture of a child’s knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1. * Pre and post unit assessments * Mid-year and end of year assessments * TTRS – Gig ensures that children are learning the correct table and progress is tracked * Tracking documents/system used to identify any children off track – support put in place Maths conferences and live marking to address misconceptions right away (new electronic system introduced December 2022) * Maths conferences and live marking to address misconceptions right away * High-quality and targeted process and product questioning within lessons * Gap analysis and QLA used to inform future planning and identify any intervention needed * KS1 and KS2 end of year National Curriculum tests | **Progression & Assessment**  Children master their learning and can show this in multiple ways, using symbols, diagrams, spoken and written mathematical language to explain their ideas. They will be able to apply the concept to new problems in unfamiliar situations.  Rigorous assessment ensures that progress is monitored closely and that support can be put into place for those children who need it. |