

MATHS

Intent

To build all children's confidence and resilience, ensuring that they are fluent and confident in the facts and methods that they most frequently need in order to be successful with further study. To ensure children can reason and problem solve in a range of mathematical contexts within maths lessons and in other areas of the curriculum. To ensure children have a positive view of mathematics and understand the power and purpose of mathematics in everyday life.

Implementation

It remains crucial to take the time to practise, rather than moving through curriculum content too quickly. Teachers have adapted their Medium term planning and they use the NCETM Assessment materials and DfE/NCETM Ready to Progress materials to drive their short-term planning. The guidance:

- identifies the core concepts and procedures that pupils need in order to progress in their study of mathematics and shows how they can build their proficiency from year 1 to year 6
- defines core content and concepts as ready-to-progress criteria, which provide a coherent, linked framework to support pupils' mastery of the primary mathematics curriculum.

A range of resources are used to supplement including White Rose, Deepening Understanding, NCETM, and nRich. Daily fluency sessions are used to reinforce key skills and fluency grids are sent home weekly. Cross curricular links, theme days/weeks are used as appropriate. Maths Enrichment days including National Numeracy Day and Can the Olympics Happen Without Maths? will promote maths and make links to the real world.

Impact

Essential skills and knowledge are prioritised. Children are able to move successfully into the next year group. Children enjoy mathematics and access their learning at a level appropriate to their needs. Resources are used effectively, including the Calculation Policy which is implemented consistently. Children understand the purpose of mathematics and can use their skills confidently in other subjects.

Coverage and Progression

What pupils already know is key. Progressing to teaching new content when pupils are not secure with earlier content limits their chances of making good progress later. Recovery assessment and planning documents have been used to assess children's starting points following the Spring 2021 Lockdown. These documents have been used alongside the DfE Ready to Progress materials to prioritise the topics to teach for the remainder of the academic year.

Intervention

Interventions are linked to the teachers' assessments of the children's gaps. Teaching Assistants provide in class support or provide additional intervention. Children have been identified for Catch Up intervention which is reviewed every 6 weeks. - to receive additional intervention either before or after school and outside of the core lesson. Teachers and TAs using the Ready to Progress materials to prioritise areas that need to be delivered through intervention. The maths subject leader monitors implementation of interventions and supports Teachers and TAs identifying next steps. Same day interventions are planned.