Maths Intent, Implementation & Impact Statement

The National Curriculum for Mathematics aims to ensure that all children:

- become **fluent** in the fundamentals of mathematics,
- **reason mathematically** using mathematical language, and
- can **solve problems** by applying their mathematics and persevering in seeking solutions.

Intent:

At Hollinhey, it is our intention to teach Mathematics in alignment with our core values:

Honesty – We aspire to encourage resilience, perseverance and an acceptance that mistakes are an important part of learning. We give each pupil a chance to believe in themselves as mathematicians.

Effort – We celebrate effort as much as attainment, promoting the importance of hard work to build success and the development of a growth mindset.

Achievement – We intend to provide children with a secure grasp of fundamental number facts and skills, along with the ability to reason and problem solve with these skills. In doing so, our aim is to prepare them for however they will go on to apply mathematics in their futures.

Respect – We aim to inspire a lifelong love of Maths among our children, and to challenge any cultural negativity or anxiety around Maths which children may have experienced.

Tolerance – We intend to provide effective support to pupils where they find it difficult to grasp a mathematical concept or to recall key number facts. We will teach Mathematics in an inclusive manner, with high aspirations for all our learners.

Implementation:

We implement our intentions through use of a mastery approach to teaching and learning through a progression of learning which is built on small steps. We ensure most children have mastered a concept before moving onto new learning.

Pupils who grasp concepts rapidly are challenged to deepen their skills and understanding through going deeper and greater depth challenges instead of any acceleration through new content. Those who are not sufficiently fluent with earlier material consolidate their understanding, including through additional practice, before moving on.

Pupils learn from a mixture of 'concrete' resources, pictorial representations and abstract concepts to develop a detailed understanding of mathematical concepts. We use a range of representations to deepen understanding through conceptual and procedural variation.

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Our teaching is informed by the pedagogical approach set out in the NCETM Curriculum Prioritisation Materials, as well as the NCETM Spine Materials which are referred to throughout. We use these materials to support our lessons, and we draw upon other resources to meet the needs of our learners.

Teachers carry out formative assessment through AfL in each session and feedback is given to children verbally, through self/peer assessment and through marking. Teachers then use this assessment to influence their planning. Children are rapidly identified as needing further challenge or additional support, and we ensure that this is provided in a timely manner.

We encourage pupils to develop their fluency of key number facts and skills through providing a range of additional opportunities to practise, currently including Maths Shed, Times Tables Rockstars, NCETM Mastering Number programme and Big Maths Beat That.

We celebrate cross-curricular links between Maths and other areas of learning, and include Maths problem solving linked to every topic in each half term's topic book.

Impact:

As a result of this implementation, we believe that pupils will be enthusiastic about Maths and see themselves as Mathematicians. They will display characteristics of a growth mindset, including the confidence that derives from understanding that their mistakes are a key part of their learning. They will feel that they are suitably challenged, yet also know that they will be well supported where needed.

We believe that children will develop a secure grasp of fundamental number facts and skills, along with the ability to reason and problem solve with these skills.

We believe that this will lead to resilience and a willingness to tackle mathematical problems, and will inspire them to take forward their enthusiasm towards Maths into their later lives.