



Otley All Saints C.E Primary School

‘Learning, Love and Laughter Every Day’

Maths Intent, Implementation & Impact

Intent	<p>At Otley All Saints C.E. Primary School we believe that maths should be a learning journey that we can take all children on together. We aim to nurture a love of mathematics and a curiosity and understanding of the importance of maths in the wider world. We teach the curriculum using a mastery approach and this helps to ensure that all children can thrive as individuals. We strive to deliver the curriculum ensuring conceptual and procedural variation. We also aim to equip and empower them to make rich connections across mathematical ideas, intelligent choices when problem solving and to explain their mathematical thinking. We work hard to keep maths fun and engaging. Our intention has always been for maths to be learnt in maths lessons both in, and beyond the classroom in our beautiful outdoor surroundings, and across other subject areas, when the opportunities arise. We work hard to encourage and support all of our classroom staff, both teaching and non teaching, to take opportunities to develop and evolve their own understanding and skills of teaching for mastery.</p>
Implementation	<p>Our maths curriculum is delivered using a holistic approach from a balanced range of resources that allow us to provide bespoke teaching and learning sequences tailored to and inspiring the children we teach. Year group specific objectives are taken from the National Curriculum 2014 and Development Matters for EYFS. Lessons are engaging and follow a cycle of planning, to ensure that we can evidence progress over short and long periods of time. Maths lessons are designed to ensure conceptual understanding (via concrete, pictorial and abstract experiences), and use procedural variation to support our pupils in making connections between mathematical ideas. We encourage our children to be invested in their learning and take responsibility for making a positive contribution to their lessons. There is typically a 3 part structure to a maths lesson: a recap of relevant prior learning, new learning is introduced and the children apply this learning to problem solving or reasoning tasks.</p> <p>The curriculum is taught underpinned by a carefully written school calculation policy, which is regularly revisited and adapted in order that it can evolve to meet the demands of the curriculum and the needs of our children. The curriculum overview and teaching sequence is adapted from the White Rose Maths Hub - this creates a strong vehicle for learning. Planning and teaching build on prior knowledge and we expect our children to make good progress within individual lessons, sequences of lessons and as they move through school.</p> <p>Assessment (observation, discussion and feedback with children, formal testing, children’s work, pupil progress meetings, discussion with colleagues) informs the teaching and learning sequence. Children who are not making the required progress are identified and given additional support/confidence in booster sessions and targeted support in class. The impact of any additional support is monitored in order that achievements can be recognised or staff can work together to adapt the support to gain a better outcome. In order to support teacher judgments, children are assessed using current and reliable tests in line with the National Curriculum for maths. Summative assessments are completed at the end of the academic year and together with observations during lessons, dialogues with pupils, these support final teacher assessments of the overall attainment of that child. Working with the SLT, data is analysed and discussions are held with classroom teachers to gain insight into the progress of individuals and any action to be taken.</p> <p>We use a dedicated times tables and number scheme - Numbots and TT Rock Stars to engage and motivate the children and support fluency in number. Maths working walls reflect current learning to further support the children’s understanding. We have high expectations and use a range of resources so that we add the greatest depth and breadth to the children’s knowledge as possible. (NCETM, White Rose and NRich). Feedback is given on children’s learning in line with our feedback policy.</p>
Impact	<p>A mathematical concept or skill has been mastered when a child can show and interpret it in multiple ways, using mathematical language to explain their thinking and independently apply the concept to new problems in unfamiliar situations.</p> <ul style="list-style-type: none"> ● Children have a love of and enthusiasm for maths. ● Children demonstrate quick recall of facts and procedures. This includes the recollection of the times tables. ● The flexibility and fluidity to move between different contexts and representations of mathematics. ● The ability to recognise relationships and make connections in mathematics. ● Children show confidence in believing that they will achieve. ● Children have a positive attitude to learning and show a high level of pride in their mathematical understanding and the presentation of their work.