

## MATHS ON A PAGE

### Intent - We aim to...



Children become confident, competent and independent mathematicians with the mind-set in every child and staff that everyone CAN DO maths

Build a deep conceptual understanding of maths and its interrelated content so that children can apply their learning in different situations

Deliver an inspiring and engaging mathematics curriculum, taught by highly-enthusiastic staff, which sparks curiosity and excitement and which nurtures confidence in maths

'Mistake friendly' classrooms where children see mistakes as learning tools – there is an emphasis placed upon developing the power to 'think' rather than just the 'do'

Develop children's ability to articulate, discuss and explain their thinking using appropriate mathematical vocabulary

Children develop into resilient and inquisitive learners – skills needed to become life-long mathematicians

### Implementation - How do we achieve this?

#### Curriculum

In order to improve our mastery approach and further improve the quality and consistency of our maths teaching, we have implemented CANDO Maths.

- Teachers reinforce an expectation that all children are capable of achieving high standards in Mathematics – EVERYONE CAN! Maths is for EVERYONE!
- To develop secure and deep conceptual understanding, staff plan for the use of concrete resources, varied representations and structures .(CPA)
- Practice and consolidation play a central role. (retrieval practice) Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts
- The vast majority of children progress through the curriculum content at the same pace. We turn up the HEAT—high expectation with adaptive teaching.

Teachers use precise questioning in class to test conceptual and procedural knowledge and place a strong emphasis on the correct use of mathematical language

#### Assessment/How do we know the gaps?

Summative assessments take place at the start and end of year. (RTP)

Regular and ongoing formative assessment (quizzes/Remember its) inform teaching, as well as intervention, to support and enable the success of each child.

Children's attainment and progress is discussed with parents/carers during parents evenings.

SL have an overview of vulnerable mathematicians across the school and ways their needs are being met. Focus is given to these children during NCT

#### Extras

Maths weeks

Maths buddies

Visitors– Kjartan Poskitt/Puzzleman

Barvembers

Curriculum evenings

## Impact - How do we know we've achieved our aims?

Children are happy learners who talk enthusiastically about their learning and eager to further their progress in maths.

Children's fluency in number is evident in our MTC data and high success in arithmetic

More consistent teaching practices that are well-known to be more effective for pupil progress long term, evident across school

The impact of 'mastery' and the emphasis on accurate use of mathematical language is evident during class/pupil discussions

Teacher assessment of the depth of learning is also increasingly accurate

These factors ensure that we are able to achieve high standards, with achievement at the end of KS2 above that of the national average, as well as an increasing proportion of children demonstrating greater depth, at the end of each phase

Cross-school moderation highlights the high level of challenge for all ability groups, evident throughout topics through reasoning and problem solving activities (EXPLORE ITS/ BARVEME BR CHALLENGES)

We give pupils the skills needed to transition confidently.  
Yr 7 pupil voice and beyond

**Maths** attainment positive trend over time :average –rising- 2021/22 KS2 data shows significant progress compared to KS1-- and in line with reading. Therefore **attainment gap** between maths and English has closed at both expected and greater depth over last 2 years