

## **Intent, Implementation and Impact Statement for Mathematics**



### **Intent**

At Acomb First School we believe that a quality Mathematics curriculum should develop a child's problem solving skills, reasoning and provide them with a deep understanding of number. Teachers work hard to develop lessons that stimulate and engage children. Children work with concrete, pictorial and abstract representations to build a strong knowledge of the concepts introduced and are provided with hands-on and practical learning situations. Teachers create a safe learning environment that allows children to feel comfortable discussing their thought processes and making mistakes to become resilient mathematicians.

Our curriculum closely follows the aims of the National Curriculum for Mathematics 2013 to enable all children to:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

### **Implementation**

Maths at Acomb provides children with lots of opportunities to develop their talk and language within Maths. A wide range of resources are used to enable children to work in a hands-on manner and provide appropriate challenge. Children are given opportunities to explore and problem solve, developing and deepening their understanding of the subject and sharing this with others.

At Acomb First School we aim to implement the above by:

- creating environments and lessons that allow children to explore new concepts using practical resources where appropriate.
- Talking partners are used in lessons to allow children to develop their reasoning and justification skills. Children develop their use of language in Maths, exploring

key vocabulary that is modeled by teaching staff throughout lessons and the wider school day.

- Teachers make mistakes to model resilience and give children the opportunities to explain their reasoning.
- Lessons are differentiated to allow *all* children to access the curriculum, providing support and challenge where necessary.
- Previous learning is recalled at regular intervals to provide children opportunities to embed and share this knowledge.
- Maths display working walls are kept updated and current, providing children with examples and representations and are available for children to utilise independently.
- Mental activities and strategies are repeated daily for children to embed this knowledge and allow for quick recall of facts, including counting in multiples of, counting up to and back from and recalling number facts.

## **Impact**

As a result of the teaching and learning at Acomb First School, we aim to have:

- Children who are engaged and enthused in their lessons.
- Children who are appropriately challenged and supported.
- Children who can talk about their learning and explain their reasoning.
- Resilient learners.
- Lessons that use a wide range of resources to enable children's learning and understanding.
- Learning that is tracked and monitored to ensure all children continue to make good progress.
- Children who learn and use new vocabulary within their maths lessons.

## **Assessment and Monitoring in Mathematics**

The impact of our Maths curriculum is measured through the monitoring cycle in school:

- Lesson drop ins, learning walks, shared practice and book monitoring.
- Tracking pupils' progress each term. This informs planning and any intervention needed.
- Pupil progress meetings ensure different groups (PP and SEND) and individual progress is monitored, and interventions organised to support good and better progress.
- EYFS Statutory Summative assessment.

**Role of the coordinator:**

- Providing on-going support for colleagues.
- Monitor standards in Maths across school ensuring outcomes are at expected levels.
- Highlight and celebrate successes within school.
- Monitor curriculum coverage ensuring National Curriculum aims are fully met and identifying any gaps or areas of need.