



Maths: Statement of Intent, Implementation and Impact



*Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.
Matthew 5¹⁶*

Intent

To develop fluent, confident mathematicians who can make links and apply their learning across the curriculum.

Teaching for Mastery is underpinned through five big ideas:

- coherence
- representation and structure
- mathematical thinking
- fluency
- variation

Implementation

Daily maths lesson based on White Rose Maths

KS2 Maths lessons supported by a TA

Mastering Number in Reception and Key Stage 1 (NCETM)

Daily opportunities for recall and consolidation of previous learning as well as new learning

Rapid intervention as needed

The consistent use of the CPA (concrete, pictorial, abstract) helps children develop mastery across all the operations in an efficient and reliable way. The calculation policy shows how these methods develop and progress understanding

Planning

Planning is blocked into units based on the White Rose Maths plans to include mixed age planning. Mastering Number in Reception and Year one follows the NCETM resources. Teachers carefully plan lessons using white Rose Maths considering common misconceptions and difficult learning points.

Resources

White Rose mixed age planning and resources

Manipulatives

Mastering Number (Reception and KS1)

Target Maths (fluency practice in KS2)

Mangahigh

Impact

Assessment

Formative assessments within every lesson

Summative assessment at the end of each topic

Termly and end of year progress tests

Teacher notes that help to identify and address misconceptions

Strengthen (intervention) and deepen (greater depth) activities

Monitoring

Lesson observations

Book scrutiny

Pupil interviews

Opportunities in staff meetings to discuss problems and progress

Stakeholders

Parents: Parental letter explaining mastery approach and information on newsletters.

Governors: monitoring visits supported by information presented to governors about progress throughout the year.