



*'Train up a child in the way they should go and when they are old, they will not depart from it.' Proverbs 22:6*

## Christ Church C of E Primary School

### Mathematics Intent, Implementation & Impact

The national curriculum for mathematics intends to ensure that all pupils:

- 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

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but **pupils should make rich connections across mathematical ideas** to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also **apply their mathematical knowledge to science and other subjects**.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. **Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content.** Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on

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### Mathematical Intent

At Christ Church we intend to:

- Ensure our children have access to a high quality Maths curriculum that is both challenging and enjoyable.
- Provide our children with a variety of mathematical opportunities, which will enable them to make the connections in learning needed to enjoy greater depth in learning.
- Ensure children are confident mathematicians who are not afraid to take risks.
- Fully develop independent learners with inquisitive minds who have secure mathematical foundations and an interest in self-improvement.

### Mathematical implementation

At Christ Church, our approach to the curriculum is designed to develop children's knowledge and understanding of mathematical concepts from the Early Years through to the end of Y6.

### Planning

1. **Long term:** National Curriculum and Development Matters
2. **Medium term:** Yearly overview, updated annually in response to data and in house monitoring of teaching & learning.
3. **Short term:**
  - Daily lessons include a clear lesson objective 'I can..' and clear success criteria 'Steps to Success'.
  - Daily lessons are taught in 3 parts: starter, main & plenary
  - Short term planning is supported by the use of the White Rose Maths materials.
  - Daily Big Maths planning (Y1-Y6)

### Teaching

'Quality first teaching' linked to teaching standards:

All teachers:

1. 'Know where their children are' through the use of concise summative assessment, prior learning, assessment,
2. 'Understand where their children need to be' through a secure understanding of year group expectations and/or pre key stage expectations and ongoing formative assessment
3. 'Know how they are going to get them there' through the use of a range of strategies to promote independence, mastery and high expectations of ALL.
4. Effectively deploy adults, specifically during introductions, plenaries &

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catch-up sessions

5. Plan for progression during and between lessons

### **Learning** 'Quality first learning'

We work as a team to ensure all of our children:

1. are school ready
2. feel safe & secure
3. are supported by effective classroom routines
4. are engaged in an engaging environment
5. have a clear understanding of the high expectations set for them
6. have high expectations of themselves
7. are confident in their mathematical learning
8. feel ready and excited to be challenged
9. are independent learners
10. are effective critical friends

### **Assessment**

1. Summative/reported - Termly PUMA Standardisation (Y1 - Y6)  
\* Pre year group/Key stage assessments made of SEND children - agreement by HT.
2. Summative/ diagnostic - White Rose, end of unit assessments, Flash Back 4
3. Formative / ongoing - Marking, Assessment and Feedback
4. Prior & Post learning - informs future planning, demonstrates progress in books, celebrates effort and achievement.

### **Standardisation:**

PUMA test Y1 - Y6

End of key stage assessments

### **Moderation:**

In-house

Athena Family of Schools

Local Authority

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