

Milton Ernest C of E Primary School - Maths

Intent, Implementation and Impact Statement

Intent

Mathematics is important in everyday life and, with this in mind, the purpose of Mathematics at Milton Ernest C of E Primary School is to develop an ability to solve problems, to reason, to think logically and to work systematically and accurately. All children are challenged and encouraged to excel in Maths regardless of their starting point. Arithmetic and basic math skills are practised daily to ensure key mathematical concepts are embedded and children can recall this information to see their links between topics in Maths.

- We intend that all children succeed and make progress from their starting point
- Teachers teach the skills needed to succeed in mathematics providing examples of good practice and having high expectations
- We intend to create a vocabulary rich environment, where talk for Maths is a key learning tool for all pupils.

Implementation

Our curriculum uses White Rose Mathematics which builds on the concrete, pictorial, abstract approach. By using all three, the children can explore and demonstrate their mathematical learning. Together, these elements help to cement knowledge so children truly

understand what they have learnt. At Milton Ernest C of E Primary School, we teach basic Maths skills daily. Focusing on key mathematical skills including place value, the four operations and fractions. A range of reasoning resources are used to challenge all children and give them the opportunity to reason with their understanding. The children are taught through targeted differentiated small groups as well as mixed ability whole class lessons.

- In Year 2, 3, 4 5 and 6 we implement this using online resources such as TT Rockstars to advance children's skills, application and consolidation. Children in Foundation Stage, Year 1 and Year 2 use Numbots.

Impact

As a result of our teaching children will talk confidently and enthusiastically about Maths and their learning. Formative assessments take place daily and teachers adjust their planning accordingly to meet the needs of their class. Summative assessments take place at the end of each unit and children's progress and attainment are reported termly and discussed by leaders. At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved Greater Depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention.