



Maths Intent, Implementation and Impact Statement

Intent:

At Court Lane Infant School, we believe that children should receive a high-quality mathematics education that therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. All children at Court Lane Infant School should be instilled with life-long numeracy skills and knowledge that will aid them in their future success. This highly inter-connected discipline is an essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment.

We offer a maths education through teaching using the mastery approach to ensure that our children will have a deep, long term, secure and adaptable understanding of the interconnecting concepts of mathematics, which they will achieve through practice and fluency, that they will then be able to apply to solve a variety of problems. Our objective is that children should reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.

Children will be given opportunities to develop, consolidate and reinforce taught Mathematical skills through all areas of the curriculum. They will use a number of resources to support their learning and will be able to apply and embed their understanding. Our children should make steady progress in their learning of mathematics during their three years of infant school that is personalised to each individual. We want to foster confidence in our children and a 'can do' attitude. We promote and encourage our learning behaviours during our maths learning to build resilience, resourcefulness, risk-taking, relating and reflectiveness and we hope in turn these behaviours will instil the belief that if children work hard in maths, they will be successful.

Implementation:

Mathematics is taught 4-5 times a week in Key Stage 1. Mathematics is taught following the National Curriculum (2014) and against the objectives set out for each year group. A maths mastery approach is planned for through a combination of whole class teaching, group work, paired work and individual work alongside discretely taught mastering number fluency sessions. We ensure that Mathematics learning is delivered through the Concrete, Pictorial and Abstract (CPA) approach. This ensures that the children have the opportunity to apply their Mathematics knowledge in a variety of representations.

All children within a class will work on the same mathematical concept at the same time. The most able mathematicians will be extended through activities that require a deeper level of thinking and application of the key skill being taught. Additional adults are used to scaffold and support children's learning where necessary ensuring all children progress through the curriculum at a broadly similar pace.



There is very clear progression across the three year groups. Each year group's end of year criteria is broken into half termly criteria, which informs teacher planning and teacher assessment. Teachers regularly assess children's understanding through AfL and they adapt future planning to build upon their existing knowledge, constantly extending and broadening within each lesson. Prior to each half term teachers from each year group meet together to identify what has been achieved this half term in maths in order to outline and inform the next half term's planning. Meetings between year groups at the end of the academic year provide an opportunity to give detailed transition information about each child to aid this process.

In the EYFS we use the 'Development Matters' document and Reception 'NCETM Mastering Number' planning to plan our teaching of maths which is in line with the new Early Years Framework. Activities are linked to current topics to engage children and expected outcomes are differentiated according to ability.

Alongside discrete maths lessons, children's mathematical understanding is reinforced in four short mastering number sessions each week, aimed at developing children's fluency and flexibility with number. The NCETM Mastering Number sessions aim to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention is given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future. Children will also become fluent in key mathematical facts through frequent practise during quick starter activities at the beginning of each maths lesson.

Impact:

The children's mathematical education allows them to develop key substantive and disciplinary knowledge and vocabulary to build a strong foundation in maths. The children enjoy, and are engaged in their maths learning. They feel supported by staff and learning is pitched with an appropriate level of challenge. Children's progress is assessed by teachers throughout lessons as well as away from the point of teaching. Half termly maths assessment criteria are highlighted by teachers to assess whether pupils are on track for the expected standard. Children in Year 2 are assessed against the National End of Year 2 Teacher Assessment Framework. Assessment of the children shows that the majority of pupils achieve the expected or greater depth standard. Children in Year R are assessed at the end of the Year using the Number and Numerical Patterns ELGs.

Mathematics monitoring includes work scrutinies, lesson observations and/or learning walks, pupil voice interviews/questionnaires in order to ascertain correct curriculum coverage, the quality of teaching and learning as well as the children's attitudes to and retention of maths learning. This information is then used to inform further curriculum developments and provision is adapted accordingly.