



Curriculum Intent, Implementation, Impact

SUBJECT: Maths
MATHS LEADER: Sarah Plumridge

TEAM: Understanding the World
LEADERS: Amy Roberts & Sarah Plumridge

Maths Intent:

Our Maths provision at Marden Primary Academy aims to build a curriculum which develops learning and results in the acquisition of knowledge and skills so that all pupils know more, remember more and understand more.

When teaching mathematics, we intend to use a variety of teaching methods and resources that allow all pupils equal access to mathematics and to experience maths success and enjoyment throughout their lives. Over time, children will become more resilient learners who are able to understand that to make mistakes or become stuck is a necessary step in any learning. Children will be appropriately challenged and supported through varied fluency, reasoning and problem solving. Irrespective of personal starting points, children will explore maths in depth, and use a range of mathematical vocabulary to reason and explain their own thinking. Pupils will continue to build their knowledge by recalling and adding to previous knowledge and skills, then apply these new skills to a wide variety of contexts both within maths and across the curriculum.

Implementation:

We implement our approach through quality first teaching and the delivery of appropriately pitched work for all groups of learners supported by the materials from NCETM and Tara Maths.

Pupils in Foundation Stage will access their maths learning through continuous provision carried out during two whole mornings per week. Mathematical concepts are introduced and built upon through a series of direct teaching sessions. Within the provision, children have the freedom to further explore these mathematical concepts through concrete resources and creative opportunities. In addition to this, they are encouraged to follow their own mathematical lines of enquiry, which are supported through effective adult modelling and interactions.

Layered success criteria, in Y1 through to Y6, is used to encourage and support children's development of metacognition and to motivate them to challenge themselves within a concept. Maths lessons are planned and delivered in accordance with NCETM small steps progression, which is underpinned by the concrete à pictorial à abstract (CPA) approach. Each classroom has a range of mathematical resources made available for children to self-select. These include, but are not limited to, Numicon, Base 10, place value counters, Bead string, number lines and hundred squares. Varied starting points and timely teacher interventions are utilised in response to teachers' ongoing formative assessments through effective deployment of teaching assistants. Some children with SEND receive a tailored programme of maths teaching in order to close their gaps.

In addition to daily maths lessons, EYFS and Y1 use the NCETM Numberblocks program which introduces the concept of number to young children gently through engaging storylines which feature loveable characters

Y2 through to Y6 provide daily opportunities for all children to practise their mental and calculation knowledge through Basic skills. This serves to reinforce and consolidate previous learning; increase fluency, speed and accuracy; and improve confidence. Regular use of 'TT Rockstars' within school and home enables children to practise multiplication and division knowledge.



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Impact:

Throughout each lesson formative assessment takes place and feedback is given to the children through marking and where appropriate targets set to ensure they are meeting the specific learning objective. Teacher's then use this assessment to influence their planning and ensure they are providing a mathematics curriculum that will allow all children to progress. The teaching of maths is monitored on a termly basis through book scrutinies, learning walks and lesson observations. Each term children from Year 1 and above complete a summative assessment to help them to develop their testing approach and demonstrate their understanding of the topics covered, using Rising Stars tests. Years 2 and 6 also use previous SATs papers. The results from both the formative assessment and summative assessment is then used to determine children's progress and attainment.

By the end of KS2 we aim for children to be fluent in the fundamentals of mathematics with a conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. They should have the skills to solve problems by applying their mathematics to a variety of situations with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios. Children will be able to reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language. Children will also recognise the importance of Mathematics as a facilitating subject to enable them to access other areas of learning and operate successfully in everyday life both now and in the future.

The subject leader, alongside the curriculum team leaders and senior management team, are responsible for monitoring and evaluating curriculum progress. This is done through book scrutiny, lesson observations, pupil interviews and staff discussions.