DOLPHINHOLME CE PRIMARY SCHOOL

MATHS: INTENT, IMPLEMENTATION and IMPACT STATEMENT

September 2021

Mission Statement:

With God at the heart of everything we do, we educate by encouraging a sense of wonder, praise and mutual respect. We offer every child opportunities for success, making them confidently equipped for life's journey.

INTENT

At Dolphinholme we believe that our quality Maths curriculum will develop children's love of Mathematics. Fluency in Maths is a journey and long-term goal, achieved through exploration, clarification, practice and application over time. At each stage of learning, children should be able to demonstrate a deep, conceptual understanding of the topic and be able to build on this over time. Mathematics is important in everyday life, with this in mind, at Dolphinholme we 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.

We believe that children need to develop a secure knowledge-base in Maths, which follows a clear pathway of progression as they advance through the primary curriculum. We do not put ceilings on what pupils can achieve in Mathematics and we do not hold pre-conceptions about any pupils' ability to make progress. We understand the importance of parents and carers in supporting their children to develop these mathematical skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school.

We believe that a secure basis in Mathematical skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

IMPLEMENTATION

These aims are embedded across our Maths lessons and the wider curriculum. We have a rigorous and well organised Maths curriculum and framework, that provides many purposeful opportunities for practicing maths skills.

We teach Maths as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, teachers and teaching assistants support children needing more time to grasp concepts being taught, to enable them to achieve at an age-related level wherever possible. This may involve a greater level of scaffolding and access to additional support materials such as number lines counting beads or other manipulatives. Children have the opportunity to investigate learning with the use of concrete apparatus and visuals to enforce the areas of learning in a range of conceptual ways. Children also practise skills using carefully crafted and varied questioning. Children are encouraged to read and understand the context of questions. Those children who grasp the fluency quickly, will be challenged with deeper thinking questions, asked to show their understanding in different representations or through writing their own word problems/ explanations/application of skills.

We have created a Maths progression of skills document detailing how each key skill develops sequentially in Mathematics throughout school.We have taken the National Curriculum content and listed these in a format which teachers can use as an overview for the year and for their planning and assessments.

IMPACT

The impact is shown through:

- Termly assessment informing us that most children are achieving Mathematical age-related expectations.
- Teachers develop their own subject pedagogy and CPD is provided through internal peer to peer modelling as well as external providers to continually improve the quality of teaching and learning.
- Children achieving at a greater depth in Maths at the end of KS1 and at the end of KS2.
- Children demonstrating a quick recall of facts and procedures. This includes the recollection of times tables up to and including 12 x 12.
- Children showing confidence and believing they can achieve. Most children achieving their objectives (expected standard) for their year group.
- The flexibility and fluidity to move between different contexts and representations of maths.
- Children developing the ability to recognise relationships and make connections in Maths lessons.
- Mathematical concepts or skills being mastered when a child can show it in multiple ways, using the Mathematical language to explain their ideas
- Pupils independently apply a concept to new problems in unfamiliar situations.
- Children show a high level of pride in the presentation and understanding of their work.

Due to a robust and progressive Mathematical curriculum, which is well established throughout the school, our pupils' passion and enthusiasm for Mathematics is well rooted and this, along with high aspirations, sets them in good stead for the next phase of their journey in education.