Maths Subject Intent Statement

Curious	Caring	Creative	Courageous

Intent	**Maths Overview** At Archibald First School, our intent for mathematics is to teach a rich, balanced and progressive curriculum using Maths to reason, problem solve and develop fluent conceptual understanding in each mathematical area. It is our school vision, that all our children leave Archibald as **curious, caring, creative and courageous learners** ready for the next phase of their lives and to explore their world further. We believe that mathematics is a fundamental part of children's development throughout school, right from an early age. We intend on delivering a curriculum which: • Allows children to be part of **creative** and engaging lessons that will give them a broad range of opportunities to explore mathematics following a progressive and **creative** curriculum. • Allows children to be **curious** and better make sense of the world around them, relating the patterns between mathematics and everyday life. • Gives each child the **courage** to believe in themselves as mathematicians and to develop the power of resilience and perseverance when faced with mathematical challenges. • Recognises that mathematics underpins much of our daily lives and therefore is of paramount importance that our children aspire and become successful in the next stages of their learning. • Engages all children, regardless of their starting points, and entitles them to the same quality of teaching and learning opportunities, striving to achieve their potential, as they belong to our school and wider community. • Makes rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. • Provides equal opportunities for all children to apply their mathematical knowledge to other subjects (make cross-curricular links). • Is in line with the expectations in the National Curriculum 2014 • Maps mathematics across the school to show clear progression in line with age related expectations using the White Rose materials as starting points for planning, resourcing and learning. • Challenges pupils; we believe in a child-led approach whereby pupils can take responsibility of their learning. Pupils identified as SEND, PP, EAL or those with any additional needs are supported fully, revisiting or being stretched and challenged their learning where necessary. • Ensures that children are 'middle school ready'; that is, they are well prepared and ready for the next stage of their learning

Implementation	Our mathematics curriculum is designed to develop children's knowledge and understanding of mathematical concepts from the Early Years through to the end of Y4. Our mastery method to mathematical development is consistent in approach and ensures that children build upon core knowledge and skills effectively and in logical sequence. Mathematical discussion is a key element of lessons throughout school and pupils are encouraged to use accurate mathematical vocabulary to reason and explain their workings. Pupils demonstrate their understanding through concrete, pictorial and abstract representations of number. Our carefully sequenced curriculum is designed to ensure that children become fluent in calculation methods in order that they can apply their learning to varied fluency and reasoning activities. Learning is linked to real life problems that resonate with pupils and allow them to see how maths applies to their everyday lives. We utilise the White Rose Maths scheme as a planning tool, which provides a structured spine of learning throughout school, but teaching is carefully adapted and supplemented with additional resources, according to the individual needs of pupils. Our bespoke learning offer is regularly reviewed through the analysis of pupil performance data, ongoing teacher assessment and pupil voice activities to ensure that our curriculum provides challenge and support for all of our pupils The maths leader has a clear role and overall responsibility for the progress of all children in maths throughout school. Working with SLT, key data is analysed and regular feedback is provided, to inform on progress and future actions.

Impact	The impact of our mathematics curriculum is that children understand the relevance of what they are learning in relation to real world concepts. We have fostered an environment where Maths is fun and it is OK to be 'wrong' because the journey to finding an answer is most important. Our children have a growth mind-set and they make measurable progression against their own targets. Our maths books, floor books and evidence on Tapestry and Twitter show a wide range of activities evidencing fluency, reasoning and problem solving. Children demonstrate a quick recall of facts and procedures. This includes the recollection of the times table. Our feedback and interventions are supporting children to strive to be the best mathematicians they can be ensuring the vast majority of children are on track with many being greater depth. All children make progress from their starting points and this is evidenced in books, in the 'buzz' of a maths lesson, through speaking to children and via data. Children have the **courage** to believe they will achieve. They 'have a go' and choose the equipment they need to help them to learn along with the strategies they think are best suited to each problem. They have the flexibility and fluidity to move between different contexts and representations of maths. Children are developing skills in being articulate and are able to verbally, pictorially and in written form reason well. They can independently apply the concept to new problems in unfamiliar situations. Our school standards are high and children take pride in their work. We moderate our books both internally and externally, children are achieving exceptionally well and are prepared for the move into middle school.