



# Radleys Primary School



## Maths Intent

In order to successfully deliver a structured, rich curriculum with clear progression of skills, we follow the statutory requirements of the National Curriculum 2014 for Mathematics.

At Radleys Primary School, we recognise the importance of Mathematics throughout each child's every day and future life. It enables children to understand relationships and patterns in both number and space in the world around them. We want our children to become fluent in calculations, develop confidence in reasoning mathematically and be able to apply their problem solving skills to a range of different contexts and situations. We are committed to ensuring that children are able to recognise the importance of Mathematics in the wider world and that they are also able to use their mathematical skills and knowledge confidently in their lives in a range of different contexts. We intend to give each child the self-confidence and resilience to reach their full potential by ensuring that they have the skills to calculate fluently, reason logically, problem solve and think in abstract ways.

### What are we trying to achieve?

- Children to become confident, competent and independent mathematicians
- Teach skills to ensure our children develop into resilient learners who enjoy Mathematics and experience success in the subject
- Develop children's understanding to be secure, long-term, adaptable with an increasing depth of understanding within the subject
- Deliver an inspiring and engaging Mathematics curriculum, taught by highly-enthusiastic staff, which sparks curiosity and excitement and nurtures confidence in the subject
- Develop children's ability to discuss and explain their thinking using appropriate mathematical vocabulary
- We aim to make Mathematics both accessible and challenging to all and to ensure children develop reasoning, logic, and resilience which will be applied across a range of subjects and life skills
- 'Mistake friendly' classrooms where children see mistakes as part of their learning journey, and something to learn from
- Instil the mind-set in every child and every staff member that everyone can do Maths and that Maths is for everyone
- We are committed to developing a recognition of links and patterns which increase children's ability to use mathematics flexibly and appropriately with increasing confidence

## Maths Implementation

In order to improve our mastery approach and further improve the quality and consistency of our Mathematics teaching, we have implemented the Power Maths scheme-a government recommended high-quality mastery scheme. The Power Maths approach enables children to be creative, independent, inquisitive, confident and fluent with number.

We recognise the value of making a clear learning journey through the National Curriculum. In each year group, we follow the White Rose Scheme of work as our medium term plan where small steps builds a solid foundation of deep mathematical understanding. Formative assessment is an ongoing process in each lesson, which informs future planning to ensure all lessons are tailored to best meet the needs of our children.

It is essential that children have a deep understanding of most important elements that underpin the mathematics curriculum so that there is consistency and continuity as children move from one year group to the next. Therefore, if necessary, class teachers may amend the amount of time allocated on particular units or content, to focus on the core, crucial objectives that are set out in the ready-to-progress criteria.



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In order to meet our aims above and the requirements set out in the EYFS framework and the Primary National Curriculum, we will implement the following:

- Mathematics is taught on a daily basis throughout the school-EYFS to Year 6. Each class in KS1 and KS2 provide a minimum of 1 hour Mathematics per day. In EYFS,
- Using the school's progression of skills document, which was put together in line with the National Curriculum's guidance for the most efficient calculation methods, the teaching of Mathematics year on year builds progressively on the skills taught in previous year groups.
- Daily basic skills sessions recap and rehearse key skills to aid retention and support fluency. Each day has a specific arithmetic focus and half termly Key Instant Recall Facts (KIRFs) are allocated a day and are tracked over the half term
- Teachers reinforce an expectation and confidence in children that everyone is capable of achieving in Maths
- Refer to Power Maths characters to promote positive learning characteristics: Determined (Dexter), Brave (Astrid), Curious (Ash) and Flexible (Flo)
- To develop secure and a depth of understanding, staff plan for the use of concrete resources, varied representations and structures (outlined and guided through Power Maths)
- The vast majority of children to progress through the curriculum content at the same pace, appropriate and suitable adaptations are made for those who require a tailored curriculum
- Quality first teaching is provided throughout the school along with effective teacher modelling along with effective assessment for learning to make sure children are moved on in their learning or supported when finding it difficult.
- Teaching that is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge
- Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts
- Teachers use precise questioning in class to test conceptual and procedural knowledge and assess children regularly to identify those requiring intervention, so that all children keep up. Children's explanations and their proficiency in articulating mathematical reasoning, with the precise use of mathematical vocabulary, are supported with teachers placing a strong emphasis on the correct use of mathematical language
- Regular and ongoing formative assessment which informs teaching, as well as intervention, to support and enable the success of every child
- Summative assessments take place at the end of a unit and half-termly using Power Maths assessments, planning is then adjusted accordingly
- Children's attainment and progress is discussed by teachers and leaders and if progress is not made, support is immediate and steps provided
- Provision will be made for children who are not making the expected level of progress, through plans and interventions, working alongside the SENDCo
- Children's attainment and progress is discussed with parents/carers during parents evening

## Maths Impact

### What is the impact of our curriculum?

- Children are happy, enthusiastic learners who are confident and resilient within their learning and eager to further progress in maths
- Children's fluency in number and method is evident by recall and retention of number facts improving
- The impact of 'mastery' and emphasis on accurate use of mathematical language is evident during class/pupil discussions and within independent work
- Consistent teaching practice that are well-known to be more effective for pupil progress long term, evidence across school
- Challenge and scaffolds are clear in all year groups to support and challenge all children



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- The flexibility and fluidity to move between different contexts and representations of Mathematics
- The ability to recognise relationships and make connections in Mathematics
- Children demonstrating that a mathematical concept or skill has been mastered when they can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situation
- Regular and ongoing assessment informs teaching, as well as intervention, to support and enable the success of each child. These factors ensure that we are able to maintain high standards, with achievement at the end of KS2 in comparison to the national average and a high proportion of children demonstrating greater depth, at the end of each phase
- The Mathematics Co-ordinator and senior leaders highlight next steps for development through careful monitoring and triangulation of a range of evidence.