



Statement of Intent for Mathematics

Our curriculum includes many common aspects and themes that are woven through all year groups and across all subjects:

- It is broadly topic based
- The curriculum allows the children to relate their learning and skills to our school values of appreciation, compassion, love, perseverance, respect and trust and live their lives by them.
- Children are encouraged to learn from first hand experiences and exploration, which is built upon to learn about increasingly less familiar and more abstract ideas, concepts and places.
- Life skills are progressively taught and embedded which children can transfer to the next phase of their education, and in time to the wider world of work and the outside world
- The school grounds and immediate locality are made good use of for learning, where possible, and the children are encouraged to develop a greater understanding of Reading's place in national and international affairs, in addition to its place in the Thames Valley.

Intent

Mathematical achievement is important for children's future educational success and employment opportunities. We want all pupils at St Mary and All Saints to experience the creativity, power and enjoyment of mathematics. At St Mary and All Saints, we believe all children can achieve in mathematics and teach for secure and deep understanding of mathematical concepts through manageable steps.

We aim for all pupils to:

- have a fluent grasp of mathematical facts, vocabulary and sound conceptual understanding.
- have a wide range of strategies and know when to apply them.
- have a demonstrable willingness to improve their mathematical understanding and persevere when presented with challenges.

Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability and additional needs, to become the very best version of themselves they can possibly be.

Teachers are skilled practitioners. They consistently plan ambitious and coherently sequenced lessons which meet the needs of all pupils. They have high expectations with regards to pupil's work, ensuring it is consistently of a high quality. They can identify pupil misconceptions and can elicit understanding through effective marking and questioning.

Unit planning is based on National Curriculum Statements and manageable steps are provided by Can Do Maths. Children are taught mathematics for approximately 1 hour daily (split between two sessions: Maths and Maths Meetings).

Maths Lessons at St Mary and All Saints use the process of:

- Teach It, Practice It, Do It, Secure It, Deepen It
- Teach It, introduction of key learning point. Teacher models new learning.
- Practice It, children are given the opportunity to safely practice their new skill.
- Do It, children practice their new learning independently.
- Secure It, misconceptions are addressed.
- Deepen It, using the new skill/knowledge to solve a problem. Applying the new skill/knowledge within a different context or new situation.

Maths Meetings

Maths Meetings are short snappy opportunities (15 minutes) for deliberate practice of previously taught skills. These are also used as an opportunity for catch up interventions on children who might have appeared to have previously seemed insecure in their understanding at the end of the maths lesson earlier on in the day.

EYFS Maths Learning

In EYFS there is the same emphasis on, small, manageable steps.

EYFS mathematical learning has an emphasis on number. Children with a secure understanding of a number will be encouraged to deepen their understanding by applying it to situations e.g. role-play scenarios. Furthermore, they are encouraged to use their creativity and imagination to practice their mathematical skills. We recognise the importance of using the appropriate mathematical vocabulary and promote this. EAL pupils are well supported and provided with additional resources to assist with their mathematical learning.

Whilst formal 'Maths Meetings' are not scheduled in EYFS teaching, teachers and support staff will look out for opportunities to spot digits, subitising of quantities and continuous opportunities to count both forwards and backwards.

Learning environment

At St Mary and All Saints, we recognise that the learning environment is key for improving children's independence in their own learning of mathematics. All classes will have a "working wall" that will provide uncluttered examples relevant to the current "manageable step" that they are learning. When possible, examples for the working wall will also be provided by the children themselves. Children will have access to a variety of resources e.g. number lines and 100 squares to assist them with their learning. These may be on their tables, in class drawers or in the inside of their exercise books. As a school, we also utilise educational technology that has been developed with a clear understanding of how children learn.

Impact

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.