

# Maths

Intent, Implementation and Impact

West Road Primary Academy is committed to meeting the requirements of the National Curriculum for Primary Schools introduced in September 2014.

The National Curriculum for mathematics aims to ensure that all pupils:

♣ become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

 ♣ **reason** mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

♣ can **solve problems** by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

# Intent

* Become fluent in the four operations of mathematics mathematics.
* Develop conceptual understanding and the ability to recall and apply knowledge rapidly.
* To reason and problem solve by applying mathematics to a variety of increasingly complex problems.
* To build upon children’s knowledge and understanding from EYFS to year 6.
* To develop resilience that enables all children to reason and problem solve with increased confidence.
* To ensure that the maths curriculum is inclusive and all children are able to access regardless of additional needs that they may have

# Implementation

* We ensure full topic coverage using a mastery approach. This approach rests on the belief that all children can and indeed must, access the maths curriculum and succeed to the best of their ability. The school uses, ‘Maths Shed’ as a resource which follows the coverage set out by White Rose. This is a whole-school primary maths curriculum that creates continuity and progression in the teaching of mathematics.
* Maths lessons include fluency, reasoning and problem solving.
* Lessons and activities are scaffolded and adapted to ensure there is appropriate challenge for all learners.
* Questioning within lessons aim to provide teachers with a clear understanding of pupils understanding to inform teaching.
* When planning and teaching within maths, teachers follow the principles of Rosenshine. This involves: providing clear models, careful use of questioning and assessment, independent practice and reviewing learning.
* Concrete manipulatives and pictorial representations are used to support conceptual understanding and to make links across topics.
* Previous learning is reviewed daily to embed key knowledge
* Children complete weekly arithmetic assessments and these results are tracked closely to monitor progress.
* Children complete a pre and post assessment task on each block of teaching to measure progress is being made through their maths journey,
* Children complete a summative assessment on a termly basis.

# Impact

* Most children reach end of year expectations.
* Children’s progress is tracked on a weekly basis using a tracker.
* Well planned sequences of learning support children to develop and refine their maths skills.
* Children are able to independently apply their knowledge to a range of increasingly complex problems.
* Children are reasoning with increased confidence and accuracy.