



Middle Rasen Primary School

Maths Intent, Implementation and Impact

INTENT

At Middle Rasen Primary School, we believe that Mathematics provides important skills, which run throughout life - from acquiring and developing skills as a child to using them as an adult at work and at home. We follow the White Rose Maths framework for structure, but we adapt according to the needs of our pupils at that time. We intend for pupils to:

- become fluent in Mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- be able to solve problems by applying their Mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios
- reason mathematically by following a line of enquiry to develop and present a justification, argument or proof using mathematical language.
- have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately in order to be successful in Mathematics.

IMPLEMENTATION

We ensure full coverage of the Mathematics curriculum by following White Rose Maths supported by research and strategies from the NCETM. This approach creates rigid continuity and progression in the teaching of the subject. Our Calculation Policies for Addition & Subtraction and Multiplication & Division follow the White Rose Maths Scheme and they ensure that pupils move progressively through all areas of calculation. Whilst these relate to specified year groups, teachers can use them flexibly, providing children with alternative representations and manipulatives that will support their needs. Daily lessons include fluency, reasoning and problem solving opportunities, with appropriate scaffolding and support to ensure that all pupils reach their full potential. Concrete manipulatives and pictorial representations are used to support conceptual understanding. In the Early Years, key mathematical knowledge is woven into pupils' continuous provision, allowing further opportunities to consolidate understanding. Pupils' progress is assessed using pre- and post- unit assessments and summative assessments at the end of each term. Teachers carry out formative assessment in each session and feedback is given to children verbally, through self/peer assessment and through marking. Teachers then use this assessment to influence their subsequent planning. Our aim is that

pupils move through the programmes of study at broadly the same pace and, if pupils are falling behind, a form of intervention is quickly put into place.

IMPACT

Pupils demonstrate quick recall of facts and procedures, including the recollection of the multiplication facts, and they show the flexibility and fluidity to move between different contexts and representations of mathematics. They develop detailed knowledge and skills in Mathematics and, as a result, they achieve well. This is reflected in both year group and National tests.

Pupils are confident and accurate with the skills required for the next stage in their learning journey, and most will reach the end of year expectations.