

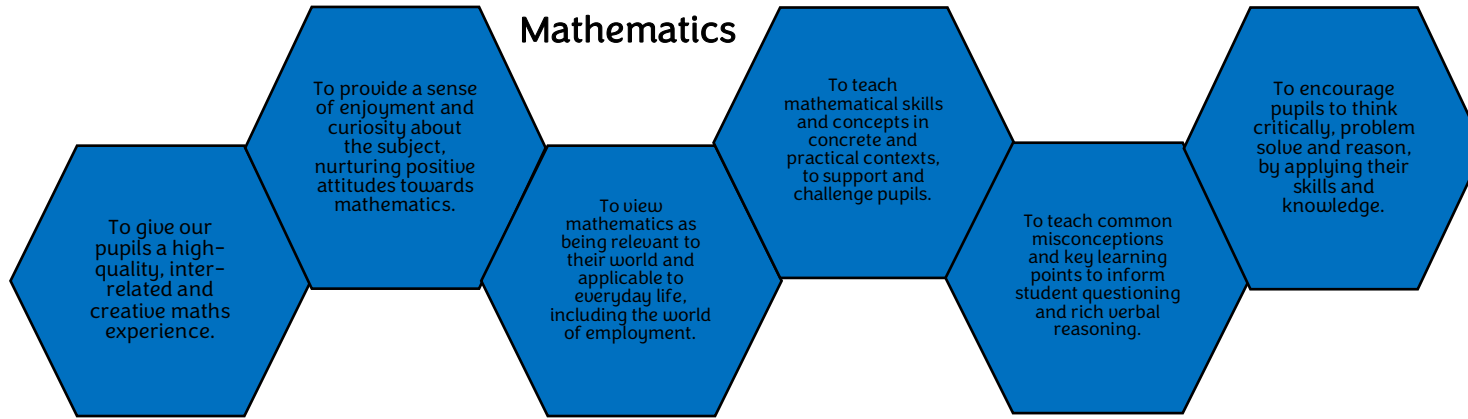


 **INTENT**— we aim to ...



IMPLEMENTATION— How do we achieve our INTENT?

Mathematics



Planning

We use the **White Rose Maths** small steps and calculation policy to inform our planning to create a carefully planned sequence of lessons from **EYFS to Year 6**, alongside other support materials including **NCETM, Ready to Progress** documents and **ISemaths** resources.

Maths learning begins with **Active Maths**, which allows time for rehearsal and recall of declarative knowledge, as well as opportunities for reasoning.

We have a progression document for **counting, vocabulary, times tables** and **Active Maths** to ensure progress and learning across the year groups is clear, and all staff are well supported.

In EYFS, the curriculum is planned to align with the **EYFS framework** also.

EYFS

In Early Years, the focus is on laying the groundwork for mathematical understanding through **hands-on experiences** and **play-based activities**. Children are introduced to basic mathematical concepts such as counting, sorting and recognising shapes and patterns.

Play activities also develop **mathematical language and communication skills** as children discuss and describe their actions. **Stories, songs and rhymes** are used to introduce mathematical language early, in a fun and engaging manner to support **recall** and understanding.

Early Years Mathematics promotes **problem solving skills** through purposeful activities that encourage children to think **critically** and **logically**.

SEND

Careful sequencing of **small steps, pre-teaching, kagan strategies** and **repetition** and **rehearsal** of declarative knowledge through Active Maths, supports all pupils.

Reciting **vocab**, using **stem sentences, songs and rhymes** supports engagement and an inclusive environment.

Using the **concrete-pictorial - abstract approach**, pupils are encouraged to physically represent mathematical concepts. Objects and pictures are used to demonstrate and visualise abstract ideas, alongside numbers and symbols.

Assessment is used to inform effective **intervention**.

Assessment

EYFS - **Reception Baseline Assessment (RBA)** assesses early maths at the beginning of the year. Observations are recorded on **Tapestry**.

Years 1 - 6: One arithmetic and two reasoning **summative tests** each term and **declarative knowledge checkpoints** through the year. Class teachers complete a **gap analysis** of results for Maths lead to analyse and effective **intervention** is implemented for those working below age related expectations and to inform future planning/lessons.

Formative assessment is used to support pupils to make progress within lessons. LBQ, Timestable Rockstars and Numbots also monitor and inform children's learning and progress.

Pupil voice, learning walks, book looks (including Seesaw), also help to assess the impact of the Mathematics curriculum.


Values:

Honesty: We believe that honesty is the foundation for trust in our relationships. We are brave and admit when we have made a mistake. We are reliable and responsible for our own actions.

Courage: We are brave and take chances. We develop resilience to keep going even when things are hard. We face our fears, and we are not afraid to learn from our mistakes.

Friendship: We value our friendships and believe that together we can support one another to flourish. We do not judge we accept everyone for who they are.

Respect: We are respectful by treating others how we wish to be treated—we use our manners, we are thoughtful, kind and celebrate our similarities and differences.

 **IMPACT**—How do we know if we've achieved our INTENT?

