MATHS Intent, Implementation and Impact
Newton Bluecoat C. of E. Primary School

Intent	Implementation	Impact
The intent of our mathematics curriculum is to provide children with a foundation for understanding number, reasoning, thinking logically and problem solving with resilience so that they are fully prepared for the future. It is essential that these keystones of Mathematics are embedded throughout all strands of the National Curriculum. By adopting a Mastery approach, it is also intended that all children, regardless of their starting point, will maximise their academic achievement and leave Newton Bluecoat Primary School with an appreciation and enthusiasm for Maths, resulting in a lifelong positive relationship with number. - We ensure that we deliver a high quality maths curriculum that is both challenging and enjoyable. - We want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and	Our implementation is developed through secure understanding of the curriculum and subject area. **Teaching and Learning, Content and Sequence** - For maths, our long term planning follows the National Curriculum 2014. All teachers follow daily lessons from Reception through to Year 6 using Schemes of learning published by White Rose Maths to plan effectively, producing lessons incorporating fluency, reasoning and problem solving. The White Rose schemes are complimented with additional resources which reinforce reasoning and problem solving. Lancashire Mathematics planning support framework. Short term planning is supported by the use of the White Rose Maths Hub materials and our school calculation policy. - By using a variety of planning resources we believe that we provide	A mathematical concept or skill has been *mastered* when a child 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 situations. - Children demonstrate quick recall of facts and procedures. This includes the recollection of the times tables. - The flexibility and fluidity to move between different contexts and representations of mathematics. - The ability to recognise relationships and make connections in mathematics. - Children show confidence in Believing that they will achieve. - Children show a high level of pride in the presentation and understanding of the work

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competence in solving increasingly sophisticated problems. - We intend for our pupils to be able to apply their mathematical knowledge to science and other subjects. - We want them to know that maths is essential to everyday life and that our children are confident mathematicians who are not afraid to take risks. - Fully develop independent learners with inquisitive minds who have secure mathematical foundations and an interest in self-improvement.	a bespoke teaching and learning experience that is designed to interest, inform and inspire our children. - Using prior knowledge as a starting point for all future planning and teaching, we plan lessons which are required for all pupils to make good progress. - Lessons are engaging and follow a cycle of planning, to ensure that we can evidence progress over short and long periods of time. - Maths lessons are designed with a concrete, pictorial and abstract (CPA) approach, providing our pupils with the scaffolding required to access the learning at all levels. - We place a large emphasis on pupil engagement and design lessons which involve all pupils using questioning and modelling at the centre of every lesson. - To implement our intent, we ensure that our children are invested in their learning and are making a positive contribution to their lessons.	

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	Leadership, Assessment and Feedback - Assessment informs the teaching and learning sequence, and children work on the objectives they are assessed as being at. - Children who not making the required progress are given extra support through booster sessions and support in class in order to meet our INTENT of developing pupils academically. - Feedback is given on children's learning in line with our feedback policy. Formative assessment within every lesson helps teachers to identify the children who need more support to achieve the intended outcome and who are ready for greater stretch and challenge through planned questioning or additional activities. - In order to support teacher judgments, children are assessed using current and reliable tests in line with the national curriculum for maths. - Analysis of any tests that the children complete is undertaken and fed into future planning.	

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	- Summative assessments are completed at the end of the academic year and help influence the overall judgement reported to parents in the end of year report. - The maths leader has a clear role and overall responsibility for the progress of all children in maths throughout school. Working with SLT, key data is analysed and regular feedback is provided and discussed at pupil progress meetings to inform on progress and future actions.	