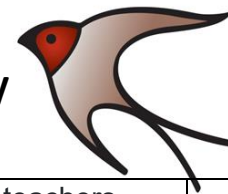
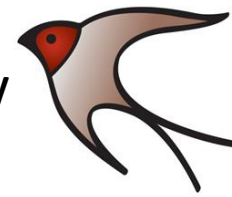


Intent	Implementation	Impact
<ul style="list-style-type: none"> <li>Children become confident, competent and independent mathematicians</li> <li>Build a deep conceptual understanding of maths and its interrelated content so that children can apply their learning in different situations</li> <li>Develop children’s ability to articulate, discuss and explain their thinking using appropriate mathematical vocabulary</li> <li>‘Mistake friendly’ classrooms where children see mistakes as learning tools – there is an emphasis placed upon developing the power to ‘think’ rather than just the ‘do’</li> <li>Instil the mind-set in every child and staff member that everyone can do maths and that maths is for everyone.</li> <li>Children develop into resilient and inquisitive learners – skills needed to become life-long mathematicians</li> <li>Deliver an inspiring and engaging mathematics curriculum, taught by highly-</li> </ul>	<p>In order to improve our mastery approach and further improve the quality and consistency of our maths teaching, we use the White Rose Maths scheme.</p> <p>We recognise the value of making a coherent journey through the national curriculum and each year group follow a medium-term plan where small, cumulative steps build a solid foundation of deep mathematical understanding. Formative assessment is threaded throughout both each lesson and unit of work; and appropriate revisions to planning are made by the class teacher to ensure all lessons are tailored to best meet the needs of their children.</p> <p>It is essential that children have a deep understanding of the most important elements that underpin the mathematics curriculum so that there is consistency and continuity as children move from one-year group to the next. Therefore, if necessary, time may be weighted towards those objectives.</p> <p>In order to meet our aims above and the requirements set out in the EYFS framework and the Primary National Curriculum, we will implement the following:</p> <ul style="list-style-type: none"> <li>Teachers reinforce an expectation that all children are capable of achieving high standards in Mathematics – Maths is for EVERYONE!</li> <li>To develop secure and deep conceptual understanding, staff plan for the use of concrete resources, varied representations and structures.</li> <li>The vast majority of children progress through the curriculum content at the same pace</li> <li>Regular and ongoing formative assessment informs teaching, as well as intervention, to support and enable the success of each child</li> <li>Summative assessments take place at the end of a unit and termly and planning is adjusted accordingly</li> </ul>	<ul style="list-style-type: none"> <li>Children are happy learners who talk enthusiastically about their learning and eager to further their progress in maths</li> <li>The impact of ‘mastery’ and the emphasis on accurate use of mathematical language is evident during class/pupil discussions</li> <li>More consistent teaching practices that are well-known to be more effective for pupil progress long term, evident across school</li> <li>Cross-school moderation highlights the high level of challenge for all ability groups, evident throughout topics through reasoning and problem-solving activities</li> <li>Teacher assessment of the depth of learning is also increasingly accurate</li> <li>These factors ensure that we are able to achieve high standards, with achievement at the end of KS2 in-line with that of the national average, as well as an increasing proportion of children demonstrating greater depth, at the end of each phase</li> </ul>



<p>enthusiastic staff, which sparks curiosity and excitement and which nurtures confidence in maths.</p>	<ul style="list-style-type: none"><li>• Children’s attainment and progress is discussed by teachers and pupil achievement leaders and if progress is not made, support is immediate, and steps provided</li><li>• Children’s attainment and progress is discussed with parents/carers during parents evenings</li><li>• Differentiation is achieved by emphasising deep knowledge and through individual support and intervention. It is seen through the concrete resources used, and/or the reliance on the representations and structures within a lesson to help embed a mathematical concept. All children are expected to be exposed to age related expectations and staff allow the time to plug gaps children may have in a particular area of mathematics. Staff understand what age-related expectations and mastering looks like for each objective and plan for how their children will get there. In order to meet the needs of all pupils, children working at a greater depth of understanding within an area of mathematics have ‘going deeper’ opportunities planned by staff</li><li>• Provision will be made for children who are not making the expected level of progress through interventions</li><li>• Teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge</li><li>• Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts</li><li>• Teachers use precise questioning in class to test conceptual and procedural knowledge and assess children regularly to identify those requiring intervention, so that all children keep up. Children’s explanations and their proficiency in articulating mathematical reasoning, with the precise use of mathematical vocabulary, are supported with teachers placing a strong emphasis on the correct use of mathematical language</li></ul>	
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# Intent, Implementation and Impact in Mathematics at Highfields Academy



**Highfields Academy**

*Together we inspire, always aiming higher*