

The curriculum will include (Intent)

At the Croft, our Mathematics lessons follow the Programmes of study outlined in the National Curriculum. Our long term planning follows the White Rose Small Steps documents guidance. Each day Maths is taught, where our children experience a wide range of tasks with the aim for them to become fluent, solve problems and reason about different areas of Mathematics. We believe that children should learn through fluency and varied fluency tasks, be able to reason about their learning and apply their understanding to a variety of problems. Learning will be planned to meet the needs of pupils and will be differentiated to meet the needs of all pupils, including those with SEND. Maths, at The Croft, is applied across the curriculum, particularly in Science and Topic lessons. Formative assessment is achieved by feedback during lessons and marking of children's books, while scheduled formative assessment such as White Rose End of Block assessments and PUMA tests. SLT and class teachers use pupil progress meetings to identify reasons for good progress and barriers to learning for specific pupils or groups. From these meetings and following analysis of assessment papers and interventions, where necessary, teachers alter their curriculum to meet the needs of their cohort.

The Mathematics lessons look like (Implementation)

During our Mathematics lessons children develop understanding and skills through fluency and varied fluency practise. The children's basic skills are revisited and revised through mental and oral starters or warm ups to each lesson, including regular counting and times table practise. Those children who are not sufficiently fluent in previous content, are catered for in a variety of ways to ensure that they can consolidate their previous understanding. Interventions are planned in for specific groups in order for them make expected progress.

Pupils who grasp concepts rapidly will be challenged through being offered rich and sophisticated problems before any acceleration through new content. All children will have opportunities to use and apply what they have learned in different representations such as bar models, part whole model and through problem solving and reasoning tasks. Learning is differentiated to meet the needs of all of our pupils. This may be through TA support, separate intervention, pre-teaching or specifically tailored activities.

Outcomes (impact)

At the Croft, we aim to evoke enjoyment and curiosity of mathematics. We strive for the children to know, apply and understand the matters, skills and progression of Mathematical concepts.

When leaving our school, we want children to be able to argue, explain, justify and prove using what they have learned. Through practise, we aim that our children break problems into smaller steps and make rich connections while they recognise and use mathematics skills across the curriculum.

By the end of Foundation stage, Year 2 and Year 6 we strive for the majority of children to leave with the expected standards in Mathematics. For those children that don't, we support transition at each stage to ensure that these children can consolidate previously taught materials. We aim that by the end of Year 4 children can confidently recall tables to 12×12 . In addition, we strive for our more able and higher able children have the skills to achieve greater depth results. We target our SEND pupils in order for them to progress at their own rate considering their relative starting points. For these pupils we focus on basic skills and four rules of number. In addition to whole school tracking, SEND pupils progress is tracked separately using targeted assessments for number. These assessments allow us to monitor smaller steps in progress

The Croft Primary School Intent, Implementation & Impact for Mathematics

Links to the wider community

Each term the coordinator meets with other Mathematics coordinators in an update meeting. During this meeting, good practise and new initiatives within the subject are shared. The coordinator has the opportunity to work alongside other leaders to develop our schools Mathematics curriculum provision.

Following feedback from parents, the coordinator delivers workshops with the aim to engage and inform parents about how we teach Maths at The Croft. Feedback from these workshops enables the coordinator to plan subsequent parent liaisons.

Each year, a group of children attend workshops with children from other schools, targeted to extend and challenge more able mathematicians. These workshops, led by Maths specialists, offer rich and sophisticated problems for the children to work on, both independently and collaboratively.

Through our link governor, the Maths coordinator communicates with our governing body, sharing developments, updates and informing them of progress of the subject within school. Termly pupil targets are shared with parents at parent consultations and in end of year reports and homework tasks encourage parents in engage in their children mathematical learning. Within our school, visitors can see the maths that takes places as each classroom has a display that showcases children's learning in the subject.

Extra-curricular provision

At the Croft, each child from Year 2 to Year 6 have individual access to TT Rockstars and Reception to Y3 have access to Numbots. They are encouraged to regularly practise mental maths skills both at home and during allotted sessions during the school day. Each Year we hold a World Maths Day with a different focus. Last year, Spring 2021, saw all children take part in active maths sessions taught by different teachers within their Key stage. Booster sessions are offered to Year 6 children afterschool during the Spring. At these, staff revise skills taught in previous years as well as from Year 6 content to support them in preparation for their SAT tests.

Links to whole school improvement

Mathematics plays a major part in whole school improvement and features on the school development plan. Our Maths action plan shows an overview of the planned actions for the year and feeds into the school development plan, This year (2021-2022) our focus, based on attainment and progress from the previous year, is on supporting all children to achieve their year groups expected standard. This will be to ensure that lost learning is addressed where necessary, and that curriculum and teaching is altered to meet the needs of each cohort, especially in response to the impact of national lockdowns and periods of isolation for pupils.