# Intent, Implementation and Impact in Mathematics

| Intent | Implementation | Impact |
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| We believe the purpose of mathematics is not solely to gain classroom based skills, but to develop enquiry and reasoning skills and inquisitive minds that will develop through life.<br><br>We want our children to understand, as they progress through the school, that maths is not only essential to everyday life, necessary for financial literacy and most forms of employment but is also a fun and engaging experience.<br><br>We understand that our learners come from a wide variety of backgrounds with varying exposure to mathematical concepts and practical experience. As a result, they require robust and clear | Maths is taught daily across the school (5 lessons a week).<br>Arithmetic is practised daily and every class is timetabled for Times Table practice each week.<br><br>The various strands of maths are taught in blocks, varying in length depending on the strand, but usually between 1-4 weeks.<br>The following strands are taught:<br><br>• Number and place value<br>• Addition and subtraction<br>• Multiplication and division<br>• Fractions, decimals and percentages<br>• Measurement<br>• Geometry<br>• Statistics<br>• Ratio and proportion (year 6 only)<br>• Algebra (year 6 only)<br><br>White Rose:<br>At St Laurence, we follow the National Curriculum for mathematics and use White Rose Maths to support the planning of our maths lessons. We offer the children the opportunity to have varied and frequent practice of their maths skills with the focus on their ability to recall and apply their knowledge rapidly and accurately. | The impact of our mathematics curriculum is that children understand the relevance of what they are learning in relation to real world concepts.<br><br>We have fostered an environment where maths is fun, children enjoy their lessons and it is OK to be 'wrong' because the journey to finding an answer is most important and we learn from our mistakes.<br><br>Our children have a growth mindset and show resilience in their learning. (one of our school values)<br><br>Our maths books are packed with a range of activities showing evidence of fluency, reasoning and problem solving.<br><br>Our feedback and interventions are supporting children to strive to be the best mathematicians they can be ensuring a greater proportion of children are on track.<br><br>Children are developing skills in being articulate and are able to verbally, |

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| progression through mathematical concepts and support with learning.<br><br>The goal of our Maths teaching is to deliver the core aims of the National Curriculum - both in the mathematics lessons and across the curriculum as a whole.<br><br>Our children will be taught to be confident, successful and proficient mathematicians who can apply their maths to other contexts and situations.<br><br>We want our children to leave us 'Secondary ready', with excellent foundations for future learning. | Reasoning is a key area in all our lessons as our children need to be able to describe, explain, convince, justify and prove to be successful in this subject. Our maths curriculum provides children to constantly revisit skills taught so that they become fluent in these areas, moving on to apply them in different ways.<br><br>The teaching of mathematics contextualises skills so that children can relate to how they would be used in their everyday lives. Time is given, on building on a skill, to develop their own understanding of mathematics and explore patterns and different representations of number.<br><br>Teachers also implement the schools agreed calculations policy for consistency in progression in written and mental calculations.<br><br>Our monitoring is reviewed at least termly and target children are selected for further support.<br><br>Informal assessments take place at the beginning and end of each unit. Data collected is then used to inform planning.<br><br>Parents are informed of, and encouraged, to be involved in our school mathematics implementation through maths homework,<br>TT Rockstars challenges, workshops, parent's evenings and 2x yearly reports. | pictorially and in written form reason well.<br>We follow the NFER assessment calendar and formally assess 3 times a year for yrs 3-5 and 4 times a year for year 6.<br>Through forensic use of QLAs teachers are able to identify strengths and areas for development for each pupil, class and across the cohort. This information also informs our planning, intervention groups and pre-teaching groups.<br><br>3 times a year teachers enter the current attainment of each child onto Bromcom using a combination of test data and teacher assessment. This data is then used to track progress and attainment for each child and groups of children. |