



## **Maths – Intent, Implementation and Impact**

### **Intent**

At Oldfield we aim for all learners to develop fluency in the fundamentals of mathematics, through varied and regular practice with increasingly complex problems over time. We want to lead pupils towards a deeper conceptual understanding and, fast and accurate recall of knowledge/facts. Pupils will develop the ability to reason mathematically, with an increasing knowledge of spoken mathematical vocabulary. They are given frequent opportunities to develop their problem-solving skills to tackle both routine and non-routine problems. Children will gain an age-appropriate understanding of mathematics that enables them to make sense of maths in real life contexts. Across all key stages, teachers will use concrete manipulatives and a range of pictorial representations leading to abstract written methods to deepen their students' understanding of mathematical concepts. In KS2, children will begin to learn more formal written methods for recording their work. At Oldfield, we endeavour to set work that is challenging, motivating and encourages the pupils to talk confidently about what they have been learning.

### **Implementation**

Mathematics is taught discretely at least 4 days per week in every class. In EYFS, 2 hours of maths is delivered per week. KS1 allocate 3-4 hours of maths which increases up to 4-5 hours in lower KS2 and up to 6 hours of mathematics is taught in upper KS2. Mathematics teaching follows the National Curriculum and Development Matters (in EYFS). Teachers use a range of resources and teaching strategies to support their teaching of mathematics across the school. The main areas of maths are taught in week blocks (following Scholastic medium-term planning), which are then repeated and progressed each term, allowing for regular revision and building on previous learning. The core areas of calculation (addition, subtraction, multiplication and division) have more time allocated and are taught every half term. Mathematics is also incorporated where possible into other areas of the curriculum, including Science, DT and computing. From Year 2 onwards, children work towards achieving timetable awards to reward and encourage fluency in learning tables. Once a year, Number Day is celebrated to foster a love of numbers.

As of Spring term 2022, we aim to add more curriculum information and resources to our school website for parents and carers to help support their children in maths learning at home.

### **Impact**

Mathematics is assessed regularly with NTS maths tests carried out each term by Years 1-6, alongside the KS1 and KS2 SATS and Year 4 Multiplication Tables Check. Results from summative tests are analysed and used to inform teachers' planning and intervention groups, identify groups of target children, as well as monitoring EAL (English as an Additional Language), PP (Pupil Premium) and SEN (Special Educational Needs). After identifying these, whole school data is produced which gives a greater insight into trends and patterns across years and specific groups. These then feed into future School Development Plans and Mathematics Action Plans. Book monitoring is carried out termly to assess the implementation of maths across the school to ensure all learners are making good progress in maths and high standards are being maintained. Termly pupil interviews enable children the opportunity to speak about what they are learning in class, as well as areas of concern. This is an opportunity to address misconceptions, allow children time to reflect on their learning and give teachers and support staff a greater insight into areas in which children should focus on in the future. Data is shared with the school EAL Co-Ordinator, PP Co-Ordinator, SENCO and Middle Managers to give others a greater overview of the impact of mathematics across the school from the varied approaches to teaching and learning.