



## **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**

- At Oldfield we follow the White Rose Education (Version 3) scheme of work from Reception through to Year 6. This is aligned to the National Curriculum and Development Matters (in EYFS).
- All children from Y1 -Y6 have access to printed work booklets for each maths topic which offers fluency, reasoning and problem-solving tasks in each step.
- Manipulatives or hands on resources are used in all classes for all learners.
- Mathematics is taught discretely at least 4 days per week.
- Some children attend Pre-teach intervention groups to support the understanding of key concepts and maths vocabulary. This can boost confidence and participation in the main math lesson.
- Each term all children take part in Mad Maths Morning which is a full morning of creative activities linked to building maths skills and making learning fun and memorable.

### **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. 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.