



## Intent, Implementation and Impact for Maths

### **Intent**

The intent of our mathematics curriculum is to provide children with an underpinning for understanding number, reasoning, thinking logically and problem solving with resilience so that they are **fully prepared for the future**. By adopting a **Mastery** approach, it is also intended that all children, regardless of their starting point, will maximise their academic achievement and leave their time with us with a greater and enthusiasm for Maths, resulting in a lifelong positive relationship with number. In addition to this, we want our children to know that maths is essential to everyday life and become **confident mathematicians** who are not afraid to **take risks**. We aim to support them in becoming **independent** learners with **inquisitive** minds who have secure mathematical foundations and an interest in self-improvement.

### **Implementation**

Our Maths curriculum provides breadth and balance, is relevant and engaging and is differentiated to match the needs and abilities of all our children to ensure that all pupils are able to work at their **full potential**. We believe in the importance of following the concrete-pictorial-approach as a means to developing a solid understanding of mathematical concepts which can be applied in a variety of contexts through reasoning and problem solving challenges.

We use the mixed year group 'White Rose' schemes of work, which supports children in learning the fundamentals behind the meanings of numbers and exploring other key mathematical areas. The mixed year group planning suits our setting because we generally have small classes of children that span across two year groups. Our maths curriculum is also supported through the implementation of resources from 'Classroom Secrets.' White Rose and Classroom Secrets use '**small steps**' to break down the teaching sequence into small achievable steps. Concrete resources or pictorial representations are used with children as they are working towards each small step. Once children become more confident with each step, **challenges are used to deepen and challenge them further within the curriculum area**.

Daily assessment is incorporated throughout the lesson through verbal feedback. Assessment data is added to the Educater Assessment Programme and analysed to ensure that teachers are adapting learning to meet the needs of all children.

### **Impact**

By the end of their time at Perryfields, we aspire that each child will have engaged positively with the subject and developed an increased bank of efficient and accurate skills that can be used to **calculate effectively**. Children will be able to apply these calculation skills and understanding of other areas to become **confident and resilient problem-solvers** with the ability to reason and articulate their ideas mathematically. Due to the embedding of fact sentences, children will have the language to be able to justify, reason and explain t