

 ***Seek, Believe and Achieve* in Maths!**

**Intent**

At Speen CofE School we recognise the importance of mathematics as it enables pupils to access the wider world. Mathematics is an interconnected subject and we aim to develop a deep conceptual understanding and mastery of mathematical concepts which they can apply in problem-solving and practical tasks.

We want to make sure that pupils develop to their fullest capabilities, not only the mathematical skills and understanding required for later life, but also an enthusiasm and fascination about maths itself. Our aim is to develop resilient learners, who value mistakes as a learning opportunity to continue to challenge themselves. Teaching is represented through a concrete, pictorial and abstract approach to represent learning in different ways and ensure that children are secure in their understanding and fluency.

**Implementation**

Teachers use the Early Years Foundation Stage and National Curriculum expectations as a basis for planning supported by the White Rose Maths scheme.

At Speen School, maths is taught within year group in mixed ability classes where work is differentiated to ensure that all learners can access the curriculum. Our scheme of work ensures complete coverage of the curriculum and develops mastery maths, particularly through the use of explanation and mathematical talk to develop reasoning skills. To aid recall and retention of learning, we use feedback starters, fluency building morning tasks, consolidatory mental maths sessions, daily catch-up groups and timetabled interventions.

The curriculum overviews show the content that each year group covers each term.

**Impact**

The impact of our maths curriculum is that children, of all abilities, are supported to access the curriculum and learn at a similar pace. Children are able to develop a deeper understanding of each mathematical concept and build on this solid prior learning when moving onto a new topic of maths. We encourage our teachers to use their professional judgment to assess their class’s needs to ensure fluency before adding to children’s cognitive load by moving on too soon.

At Speen, we foster an environment of growth mindsets that making mistakes are a vital part of learning and growing. Our books will show a range of activities at differentiated levels to ensure children challenge themselves through various representations with evidence of fluency, reasoning and problem solving. Children are taught to be resilient and use a range of strategies and tools when attempting to solve problems. Throughout the school, children are developing their ability to become more independent learners, choosing the best strategies for each problem and reasoning using concrete resources, pictorially, verbally and in writing. Catch-up groups, feedback starters and interventions are all carefully planned to enable to children to address misconceptions early, build confidence and achieve their potential.

Our teachers use formative and summative assessment to ensure children are making progress from their individual starting points. In KS1 we use White Rose End of Term Assessments to monitor progress closely. Our assessments show that across the school, the proportion of children achieving Age Related Expectations and Greater Depth is above the National Average. Using these results, teachers analyse the data to identify children needing additional support to ensure that each child is making or exceeding expected progress.