Intent statement for Maths at Hinguar

"MATHEMATICS is not about numbers, equations, computations or algorithms: it is about UNDERSTANDING." -William Paul Thurston

The 2014 National Curriculum for Maths aims to ensure that all children:

- Become fluent in the fundamentals of Mathematics
- Are able to reason mathematically
- Can solve problems by applying their Mathematics.

At Hinguar Primary School, these skills are embedded within daily Maths lessons and developed consistently over time. We are committed to ensuring that children are able to recognise the importance of Maths in the wider world and that they are also able to use their mathematical skills and knowledge confidently in their lives in a range of different contexts. We want all children to enjoy Mathematics and to experience success in the subject, with the ability to reason mathematically. We are committed to developing children's curiosity about the subject, as well as an appreciation of the beauty and power of Mathematics.

Implementation of Maths at Hinguar

Here at Hinguar we follow the White Rose planning overviews for Maths to ensure that our children have full coverage of the Maths National Curriculum from EYFS to year 6. Children study Maths daily covering a broad and balanced mathematical curriculum including elements of number, calculation, geometry, measures and statistics. Alongside the daily maths lesson an additional 15 minutes a day is spent on building fluency and precision in times tables and mental maths skills. We aim to encourage the deepest of learning for our children so that their knowledge can be transferred and applied in many contexts including other subjects e.g. science and art, as well as in their everyday lives. Maths is widely promoted across the school and our classrooms have working walls that the children can utilise to support their learning and provide extra challenge.

All children are catered for within the daily maths lessons ensuring that the teacher offers the necessary support and challenge for each individual to make progress. Teachers reinforce an expectation that all children are capable of achieving high standards in Maths and a large majority of children will progress through the curriculum at the same pace. Differentiation is provided for any children making above or below expected progress often through individual support and intervention.

Children in year 3 to year 6 complete their homework activities using the online homework resource My Maths (<u>https://www.mymaths.co.uk/</u>) and also have access to Purple Mash (<u>https://www.purplemash.com/</u>) for mathematical games.

To encourage development of times tables recall all children from the EYFS to year 4 take part in our whole school Times Tables Challenge and are awarded with Bronze, Silver, Gold and Platinum certificates when their year group's targets are achieved. In years 5 and 6 children take part in the Numeracy Ninja programme for key mental maths skills and are awarded certificates to recognise achievement.

Impact

Pupils in all key stages engage enthusiastically with Maths. Throughout each lesson formative assessment takes place and feedback is given to the children through marking and next step tasks to ensure they are meeting the specific learning objective. Teachers then use this assessment to influence their planning and ensure they are providing a mathematics curriculum that will allow each child to progress. The teaching is also monitored regularly through book scrutinies, learning walks and lesson observations. At the end of each unit and each term children from year 1 will complete a summative assessment to help them to demonstrate their understanding of the topics covered using the White Rose assessments. Regular and ongoing assessment informs teaching, as well as intervention, to support and enable the success of each child. These factors ensure that we are able to track progress and maintain high standards, with achievement at the end of Key Stage 2 well above the national average.

The expectation is that the majority of pupils will move through the programmes of study at the same pace. A mathematical concept or skill may be described as mastered when the child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations. Some children will be identified as needing to consolidate their understanding, including through additional practice, before moving on.