



Maths vision at Western Downland

Intention, Implementation, Impact

Intention

We believe that all children should have:

- positive attitude towards mathematics and an awareness of the fascination of mathematics. We aim to develop a child whose confidence in mathematics is strong, one which has a “can do” attitude and has resilience.
- fluency in mathematical procedures as well as competence and confidence in mathematical knowledge, concepts and skills.
- the ability to work confidently and quickly when recalling mental calculations, recognising when it is most appropriate to use them.
- the mathematical vocabulary to discuss, explain and communicate their thinking.
- an ability to solve problems: to reason, to think logically and to work systematically and accurately.
- an ability to work both independently and in cooperation with others
- an ability to communicate mathematics
- an ability to use and apply mathematics across the curriculum and in real life

Implementation

- Our mastery approach to the curriculum is designed to develop children's knowledge and understanding of mathematical concepts from the Early Years through to the end of Y6.
- In school, we follow the National Curriculum and use White Rose Schemes of Work as a guide to support teachers with their planning and assessment. In addition to this, teachers may use the Maths No Problem

Text Books, National Centre of Excellence in Teaching of Mathematics, I See Reasoning to ensure that we have both breadth and depth across our maths curriculum.

- The calculation policy is used within school to ensure a consistent approach to teaching the four operations over time.
- . Our curriculum supports children with 'bridging the gap' between abstract mathematical concepts and concrete representations that they can manipulate and draw up, accessing concrete, pictorial and abstract mathematical learning alongside rich language.
- To learn mathematics effectively, some things have to be learned before others, e.g. place value needs to be understood before working with addition and subtraction, addition needs to be learnt before looking at multiplication (as a model of repeated addition).
- Our emphasis is on number skills first, carefully ordered, throughout our primary curriculum.
- To ensure there are planned opportunities for children to revisit their learning, teachers allocate one day a week to re-cap and embed learning in number, irrespective of the week's learning objective. This allows for a greater depth of understanding and supports our commitment of a mastery approach.
- Teachers use pre-teaching and afternoon catch-up sessions to offer support.

Impact

- Children display a positive and resilient attitude towards mathematics and an awareness of the fascination of mathematics.
- Children demonstrate a deep understanding of maths. This includes the recollection of number bonds within 20 and times table facts
- Children show confidence in believing that they will achieve.
- Each child achieves objectives (expected standard) for year group.
- The flexibility and fluidity to move between different contexts and representations of maths.
- The chance to develop the ability to recognise relationships and make connections in maths lessons.
- Mathematical concepts or skills are mastered when a 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.