



# Mathematics Vision

at

**Western Downland CE (VA) Primary School**

*Intent, Implementation, Impact*

## Intent

**We believe that all children, regardless of need, background, or ability, should have:**

- A positive attitude towards mathematics and an awareness of the fascination of mathematics. We aim to develop confident learners with a “can do” mindset and resilience, recognising and valuing the diverse strengths and needs of every child.
- Fluency in mathematical procedures as well as competence and confidence in mathematical knowledge, concepts and skills, supported through inclusive teaching approaches.
- The ability to work confidently and quickly when recalling mental calculations, recognising when it is most appropriate to use them, while ensuring all learners are given equitable opportunities to practise and succeed.
- The mathematical vocabulary to discuss, explain and communicate their thinking, with an emphasis on language development and inclusive communication strategies.
- An ability to solve problems: to reason, to think logically and to work systematically and accurately, with support and challenge tailored to individual learning profiles.
- An ability to work both independently and in cooperation with others, fostering a sense of belonging and mutual respect in diverse learning environments.
- An ability to communicate mathematics clearly and confidently, whatever their preferred learning style or method of expression.
- An ability to use and apply mathematics across the curriculum and in real life, with content and contexts that reflect a wide range of cultures, experiences, and perspectives.

## 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

- Through pupil conferencing, we will see that 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: this will be judged with end of KS1 testing and Yr4 MTC.
- Children show confidence in believing that they will achieve.
- Each child achieves objectives (expected standard) for year group.
- As an inclusive school, all children regardless of their ability or SEN will make progress.
- The flexibility and fluidity to move between different contexts and representations of maths.
- 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.
- NFER termly tests will provide data to support our assessments on children's understanding.