



Statement of Intent and implementation for Maths

Curriculum

We have identified 5 Golden Threads that weave through our curriculum and underpin everything we do.

Values: “Our children will be good citizens and have a sense of belonging”

Knowledge and skills-based: “Are curious, aspirational and knowledgeable”

Progression led: “Our children will Do more, know more and remember more”

Language and vocabulary rich: “Are good communicators both orally and in writing”

Experience rich: “Are interested and interesting”

Maths Intent- The Maths Mastery model

Mathematics is an important subject that helps us to understand and change the world we live in. We want all pupils at Larkhill to experience the enjoyment of mathematics and develop a sense of curiosity about the subject.

At Larkhill School, we foster positive ‘can-do’ attitudes, believe all children can achieve in mathematics, and teach for secure and deep understanding of mathematical concepts so that they can be applied across different contexts and in real life situations. We use mistakes as an essential part of learning and provide challenge through rich and sophisticated problems before acceleration through new content.

We aim for all pupils to:

- Become fluent in the fundamental skills of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Solve problems by applying their mathematics to a variety of problems with progressive sophistication, including in unfamiliar and real life contexts.
- Reason mathematically by following a line of enquiry and develop and present justification, argument or proof using mathematical language.
- Have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately to be successful in mathematics.
- Enjoy learning mathematics, develop a can do approach and understand how it relates to “real life” situations.

- Develop a secure and deep understanding of mathematical concepts and talk confidently about them using subject specific vocabulary.

Maths Implementation

Knowledge and skills-based implementation:

In the Foundation Stage, maths is taught through carefully planned adult-focused activities alongside a continuous provision approach based upon the relevant Early Learning Goals (EYFS)

In Years 2 – 6, maths learning is planned from the National Curriculum statements, which are grouped into units and divided into manageable steps using the ‘CanDoMaths’ road maps to create a coherent mathematical journey through the learning at each stage.

In Year 1, new maths content is initially taught during a whole class session and pupils are given the opportunity to apply these skills through a balance of teacher led intelligent practise and enhanced provision. As the year progresses, learners in Y1 will begin to work more independently on intelligent practise activities as a whole class and spend less time engaged in enhanced learning provision ready for their transition into year 2.

The knowledge and skills needed in each year group are carefully planned out in a roadmap of manageable steps. In each session, pupils are provided with opportunities to use and apply their new knowledge and skills through intelligent practise, securing understanding through correcting a misconception and applying skills in a “deepen in” problem solving activity. New learning is taught in a 45 “intelligent practise” maths lesson which introduces new knowledge and skills.

A 20-minute Maths on Track meeting on the same day allow adults to address misconceptions, provide same day or next day intervention and give opportunities for pupils to deliberately practise skills that have been previously taught in order to commit them to long term memory.

Progression led implementation:

Manageable steps build progressively over time. Children have the opportunities to “do it” secure it” and “deepen it” before moving on to the next step in their learning.

Language and Vocabulary rich implementation:

Every lesson contains a sentence stem and vocabulary is explicitly taught in order to enable children to articulate their learning and reason about mathematics using the correct terminology. Visual, pictorial images and concrete manipulatives are used where possible to give children something to “pin” their maths talk on.

Experience rich implementation:

Every maths lesson has a “hook” at the start of the session. The purpose of this is to make all learning relevant and memorable. This stimulus maybe linked to a real life context or may a prompt that encourages children to talk about a particular concept. All maths lessons have

a “real story” which may give a scenario or a practical image on which to pin the knowledge and skills.

Daily Maths Lessons	
New Learning	
Learning together: support, challenge and practise	
Do-it	Secure-it
Deepen Your Understanding	

Lesson Design:

- 1) Key Learning Point (LI)
- 2) Introduction, hook (real-life context), modelling
- 3) Practise together
- 4) Do-it: developing fluency through the practice of standard and non-standard examples
- 5) Secure-it: mistakes or misunderstandings (true or false, spot the mistake, reason and explain)
- 6) Deepen Your Understanding (DYU): new problems; new contexts; empty box; always, sometimes, never; prove it, explain and communicate mathematical thinking
- 7) Review

Maths On Track Meetings (MOT)
Practise, consolidate, intervene
Skills sessions
Arithmetic/ Intervention/ Practise to make skilled/ Developing fluency

MOT:

- Developing mathematical fluency through:
- 1) Revisiting addition/ subtraction strategies
 - 2) Revisiting multiplication/ division strategies
 - 3) Fact Fluency (number bonds, multiplication and division facts)
 - 4) Deliberate practice (past and present units)

Assessment of Maths

Maths is assessed formatively in every session. At the end of a unit, all children complete a “remember it” assessment. These papers are always analysed using question level analysis. This information then feeds into planning meetings where teachers choose their priorities for the term ahead. Acquisition of KPIS are assessed regularly using the Ready to Progress tests. These are used to inform teaching and also intervention,