



Mathematics Provision

Intent, Implementation and Impact

Intent	Implementation	Impact
<p>At Lunsford Primary School we recognise the importance of mathematics throughout each child's every day and future life. It enables children to understand relationships and patterns in both number and space in the world around them.</p> <p>We intend to give each child the perseverance and personal responsibility to reach their full potential by ensuring that they have the tools to calculate fluently, reason logically and problem solve in abstract ways.</p> <p>Our mathematics mastery curriculum based on White Rose Maths has been developed to ensure that every child can achieve a deep, long-term, secure and adaptable understanding of the subject. Our curriculum uses the concrete, pictorial and abstract approach to support our children to master mathematical concepts. In daily lessons, we use the ping-pong approach, so that children are aware of how to answer the questions to a high standard.</p> <p>Fluency in mathematics is also key to supporting children in developing a deep understanding, and therefore times-tables and number bonds practice are interwoven into lessons.</p>	<p>Every class, from EYFS to year 6 follows the White Rose Maths scheme of learning, and adaptations have been made using the NCETM Prioritisation Framework to ensure that the curriculum is well sequenced throughout. To build the foundations of number, EYFS (alongside year 1 and 2) start the year following the NCETM Mastering Number programme. Lessons are personalised to address the individual needs of the current cohort and requirements for a class, but coverage is always maintained. Each year group follows a medium term plan where small, cumulative steps build a solid foundation of deep mathematical understanding.</p> <p>In order to meet our aims above and the requirements set out in the EYFS Framework and the Primary National Curriculum, we will implement the following:</p> <ul style="list-style-type: none">• As teachers, we reinforce the expectation that all children are capable of achieving high standards in mathematics through hard work;• To develop secure and deep conceptual understanding, staff plan for the use of concrete resources, varied representations and structures;• The vast majority of children progress through the curriculum content at the same pace;• Regular and ongoing formative assessment informs teaching, as well as intervention, to support and enable the success of each child;• Summative assessments take place at the end of the unit and termly and planning is then adjusted accordingly;	<ul style="list-style-type: none">• Pupil voice: Through discussion and feedback, children can talk using mathematical language and vocabulary about their maths lessons and speak about their enthusiasm for maths. Children are building confidence in their maths and can apply their knowledge and skills that they have learnt already to a new concept.• Outcomes: At the end of each year, we expect the children to have made six steps of progress from their starting point. Children who have gaps in their knowledge receive appropriate support and intervention.• Book looks: When discussing their work, children are able to talk enthusiastically about their learning and are eager to further their progress in maths. It highlights the appropriate level of challenge for the children, evident through reasoning and problem solving activities.• Fluency: Children can demonstrate quick recall of number bonds and times tables. This is evident in the Multiplication Tables check attainment scores. <p>At Lunsford Primary School, by the end of year 6, we expect children to be fluent in the fundamentals of mathematics; to reason mathematically by following a line of enquiry and to solve problems by applying their mathematics to a variety of routine and non-routine problems with increased sophistication.</p>

	<ul style="list-style-type: none"> • Children's attainment and progress is discussed by teachers and SLT; • Differentiation is achieved by outcome and through individual support and intervention. It is seen through the concrete resources used, and the reliance on the representations and structures within a lesson to help embed a mathematical concept; • Ping-pong style lessons are advised to ensure that children understand each concept in small steps; • Success criteria are set out in each lesson in order to guide children to achieve success; • Teachers use precise questioning in class to test procedural and conceptual knowledge and assess children regularly to identify those requiring intervention. 	
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