



## Mathematics Intent Statement

### Intent

We have adopted a mastery approach for the teaching of mathematics. Underpinning this pedagogy is the belief that all children can achieve in maths. We believe in promoting sustained and deepened understanding by employing a variety of mastery strategies, with teaching for conceptual understanding at the heart of everything we do. We aim to create independent mathematicians who are well equipped to apply their learning to the wider world.

Teaching for mastery aims to provide all children with full access to the curriculum, enabling them to achieve confidence and competence-‘mastery’- in mathematics, rather than many failing to develop the maths skills they need for the future.

Experiences for pupils are:

- Inclusive
- Exciting
- Challenging
- Engaging
- Real and experiential
- Relevant to their context
- Influenced by pupils
- Progressive
- Values-led
- Safe

Key features of our Mathematics Mastery curriculum:

- High expectations for every child
- Fluency in the fundamental of maths
- Fewer topics, greater depth
- Number sense and place value come first
- Research based curriculum
- Objects and pictures always before numbers and letters
- Problem Solving is central
- Calculate with confidence-understand why it works



## Implementation

Teaching for maths mastery allows us to teach the National Curriculum to a high standard. With this, all pupils are encouraged by the belief that by working hard at maths, they can succeed. The National Curriculum for maths is broken down by class teachers into longer blocks of learning which allows full coverage and depth of its content. Each block of learning contains smaller steps which is taught through whole-class interactive teaching, where the focus is on all pupils working together on the same lesson content at the same time. This ensures all can master the curriculum's content before moving to the next part of the curriculum sequence, allowing no pupil to be left behind.

Lesson plans identify the new mathematics taught from the National Curriculum and a carefully sequenced journey is produced by teachers. Procedural fluency (the ability to and conceptual understanding are developed in tandem because each supports the development of the other.

Teachers will also ensure children learn key facts such as multiplication tables and addition facts with automaticity to avoid cognitive overload in the working memory and enable pupils to focus on new concepts.

Mathematics Mastery places emphasis on the cumulative mastery of essential knowledge and skills in mathematics. It embeds a deeper understanding of maths by utilising concrete, pictorial, abstract approach so that pupils understand what they are doing rather than just learning to repeat routines without grasping what is happening.

## Impact

The following outcomes are used to measure the impact of our curriculum:

- Pupils who are mathematically fluent
  - Pupils who confidently apply their learning to problem solving and reasoning questions
  - Pupils who have relevant key skills
  - Pupils' standards and achievements in Mathematics
- Pupils who understand:
    - How to apply mathematics to everyday life
    - How to approach mathematics problems in a number of ways



*Live fully, act justly*

