



Vallis First School

Intent, Implementation, Impact (3iii) statement

Subject: Maths

Subject Lead: Kirsten Molloy

Intent - What are we trying to achieve?

- Children become confident, competent and independent mathematicians.
- We aim to deliver a challenging and engaging mathematics curriculum, taught by enthusiastic and confident staff.
- This builds a deep conceptual understanding of maths and its interrelated content so that children can apply their learning in different situations
- Develop children's ability to articulate, discuss and explain their thinking using appropriate mathematical vocabulary when reasoning and problem-solving
- 'Mistake friendly' classrooms where children see mistakes as learning tools and become resilient, reflective learners.

Implementation-How is our vision translated into practice?

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:

- Teachers reinforce an expectation that all children are capable of achieving high standards in Mathematics
- To develop secure and deep conceptual understanding, staff plan for the use of concrete resources, varied pictorial representations and structures (outlined and guided through White Rose Maths and PrimaryStars Education)
- The vast majority of children progress through the curriculum content at the same pace
- All children will have the opportunity to rehearse fluency, develop reasoning and problem-solving skills
- Differentiation is achieved through support and intervention. It is seen through the concrete resources used, and/or the reliance on the representations and structures within a lesson to help embed a mathematical concept. In KS2 this is through 'mild, spicy and hot' questions

- All children are expected to be exposed to age related expectations and staff allow the time to plug gaps children may have in a particular area of mathematics.
- In order to meet the needs of all pupils, children working at a greater depth of understanding within an area of mathematics have 'going deeper' opportunities planned by staff
- Practice and consolidation play a central role. Carefully designed variation builds fluency and understanding of underlying mathematical concepts
- Regular and ongoing formative assessment informs teaching, as well as intervention, to support and enable the success of each child
- Children's attainment and progress is discussed by teachers if progress is not made, support is put in place
- Provision will be made for children who are not making the expected level of progress through PLPs and interventions
- Regular basic skills sessions recap and rehearse key skills to aid retention and support fluency

Impact– What is the impact of our curriculum?

- Children are happy learners who talk enthusiastically about their learning and progress in maths
- Children have a deep understanding of the concepts highlighted in the Ready-to-Progress document
- Children's fluency in number is evident when applying it to reasoning and problem-solving activities
- Cross-school moderation highlights the high level of challenge for all ability groups, evident throughout topics through reasoning and problem-solving activities
- Teacher assessment of the depth of learning is also increasingly accurate so that gaps are easily identified
- These factors ensure that we are able to achieve high standards, with achievement at the end of KS1 coming more in-line with that of the national average, as well as an increasing proportion of children demonstrating greater depth.
- Year 4 children will become more proficient in times tables which is evident from results in the times tables check.