**Stukeley Federation – Maths Intent, Implementation & Impact Statement**

**Vision Statement:**

*In our inclusive and happy schools, we make sure **everyone** feels welcomed, valued and valuable.*

*Our safe and inspiring learning environment helps us work towards achieving our best, in all that we do, so that we can become independent and resilient members of our wider community.*

*Our shared values give us a foundation of challenge and support, helping to make a positive change in the world, as we strive to create a community of respect and aspiration, preparing everyone for their future.*

**Core Values:**

**Respect** – Equality, Tolerance, Understanding
**Politeness** – Thoughtfulness, Appreciation
**Friendship** – Caring, Sharing, Love
**Honesty** – Trust, Fairness, Peace
**Responsibility** - Quality & Excellence, Cooperation
**Resilience** – Determination, Patience, Hope

**Intent:**

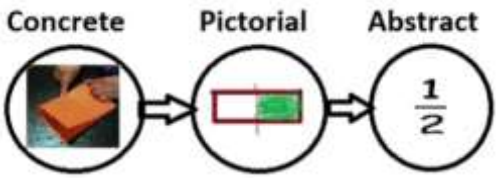
Our intent for mathematics is to teach a rich, balanced and progressive curriculum. One in which enables our children to be able to reason, problem solve and develop fluent conceptual understanding in each area of mathematics.

We intend for our children to have a secure understanding of the four operations and to be fluent with their multiplication facts. Valuable life skills, such as calculating fractions and percentages of amounts, working with measure (including concepts such as area, perimeter, capacity and length) and possessing efficient mental arithmetic strategies will ensure our children make secure school transitions, between every stage of their lives.

Children will develop **resilience** when dealing with challenging concepts, which can be applied to all aspects of life. They will be able to effectively communicate their understanding to others, enabling them to work **cooperatively** with their peers and will become **independent** learners and take **responsibility** for their learning.

**Implementation:**

We use the National Curriculum across the school which supports children's learning through 'Concrete – Pictorial – Abstract', to ensure that they develop a deeper understanding of what is being learnt.



The mapping of mathematics across our school shows clear progression in line with age-related expectations. Our staff use their professional judgement when deciding if and when certain areas of maths need to have more or less time spent on them, rather than simply following what the National Curriculum suggests.

Our school's written calculation policy has clear progression. Mathematical vocabulary is explicitly included on the policy and curriculum map, to ensure that there is a consistency of correct mathematical vocabulary being used across the school.

Knowledge of multiplication facts has been identified as an area of focus for many children across Key Stage Two; therefore, our children are given lots of opportunities to practise and improve their knowledge and rapid recall of these facts through daily chanting of tables, timed multiplication quizzes and a range of supporting IT software.

Children are given opportunities to reason and solve problems regularly, in all areas of mathematics; learning is varied and allows for deep and secure understanding.

Our children's fluency is developed through daily practise of key skills, repeating, reinforcing and revising. Daily 'Can you still…?' sessions take place across the school.

Opportunities to make mathematics as cross-curricular as possible are taken, for example: data collection in science, reflection in art, measures in D&T, coordinates in geography and tempo in music.

Summative assessments are carried out approximately once every term, to help teachers to gather evidence about children's existing understanding of topics and next steps. Formative assessment takes place on a daily basis and our teachers adjust planning accordingly to meet the needs of their class. In addition, we place a strong emphasis on the power of questioning: this enables us both to explore topics together as a class, as well as verbally develop reasoning skills during our lessons.

**Impact:**

Our children will be fluent in the fundamentals of mathematics and have a conceptual understanding, and the ability to recall and apply knowledge rapidly and accurately. They will have the skills to solve problems by applying their mathematics to a variety of situations, with increasing complexity in a range of contexts. Children will be able to reason mathematically by following a line of enquiry and will develop their ability to explain, using mathematical language.