

**Intent** – our aspirations/aims...

Offer children as many opportunities as possible to embed and enrich their understanding of the mathematics curriculum; so that they are confident, happy and independent learners – who love Maths!



For children to know maths is essential to everyday life and a high-quality maths education provides a strong foundation for understanding the world. To use mathematics as part of their everyday life in school and at home.



Teach a balance of fluency, reasoning and problem solving explicitly to all learners to develop thinking skills and logically apply their mathematical knowledge to solve problems.



For children to develop a sound understanding of basic mathematical concepts through direct teaching, practical and investigational work acquiring the appropriate and necessary mathematical skills and applying them.



For children to demonstrate their skills and knowledge and talk about their work using appropriate mathematical language and demonstrating their understanding.


Impact – the measure of whether the implementation of the learning opportunities have resulted in the children learning what was intended...


Assessment for learning is vital to support teachers in highlighting children's strengths and gaps in understanding.

Teachers continually assess children's understanding through daily marking, feedback and end of block assessments. This ensures that children are able to receive intervention and support as required, as well as providing challenge for children who grasp concepts quicker.

In addition to this, teacher assessment is validated through termly summative assessments, using NFER papers from Year 1. The results of these tests are analysed to identify gaps and any whole class/school areas for development.

Implementation – how we help the children develop the skills and knowledge...


In EYFS maths is taught using White Rose. The scheme breaks the year down into blocks and from blocks into easy, logical steps. Children are exposed to books, games, rhymes, daily routines, and outdoor activities to nurture an enjoyment of the subject from an early age. We let children explore mathematical concepts with curiosity and without a fear of making mistakes. Continuous provision is used or enhanced to consolidate children's learning from each block.

In KS1/KS2/Maths is taught using the White Rose Small Steps planning sequence which follows the 2014 National Curriculum programme of study strands. Each class uses the White Rose calculation policy, which outlines how we move on children's knowledge using apparatus (concrete), drawings (pictorial) and formal written methods (abstract). Each lesson begins with a Flashback 4, or a similar format, which recaps previous learning for the children to build on during the lesson. After the teaching input, the children then complete questions independently from the White Rose scheme. Each class has access to high-quality maths resources which the children are encouraged to select independently. These manipulatives support our children's conceptual understanding of mathematics. The majority of children are expected to work through the White Rose programme of study at broadly the same pace, with support put in place for those children who require it. Additional challenges such as problem solving, fluency and reasoning questions are given for pupils who grasp concepts rapidly, giving them the opportunity to apply their skills and understanding in a variety of ways. Integral to all maths lessons is the teaching of efficient mental maths strategies.