Tintwistle CE Primary School
Maths Intent, Implement & Impact

Intent	Implementation	Impact
At Tintwistle CE Primary School, we believe mathematics is an important part of children's development throughout school, right from an early age We intend on delivering a curriculum which: · Allows children to be a part of creative and engaging lessons that will give them a range of opportunities to EXPLORE mathematics following a mastery curriculum approach · Gives each pupil a chance to BELIEVE in themselves as mathematicians and develop the power of resilience and perseverance when faced with mathematical challenges · Recognises that mathematics underpins much of our daily lives and therefore is of paramount importance in order that children ASPIRE and become successful in the next stages of their learning · Engages all children and entitles them to the same quality of teaching and	At Tinwistle CE Primary School, we aim for every child to become a confident mathematician and to develop enthusiasm for and interest in numbers. To support us with the teaching of mathematics in mixed-age classes, we have chosen Abacus Maths as our scheme. Abacus maths has three key principles: <u>Understanding</u> - that children need a robust understanding and secure foundation in maths to develop: • conceptual understanding • numerical fluency • problem-solving skills • mathematical confidence. • <u>Progression</u> - to ensure every child can move on, Abacus is built on a series of detailed progression ladders. These form the backbone to Abacus. <u>Control</u> - We never forget that teachers are the experts when it comes to knowing their class. So we've built Abacus to give you flexibility - offering structure when you want it, and freedom when you choose it. Abacus Maths covers key mathematical topics each half-term in all areas of Maths and regularly re-visits key concepts, so they become fully learnt, embedded and remembered by children in every year group. **Teaching and Learning, Content and Sequence** · In school, we follow the National Curriculum and use Abacus as a guide to support teachers with their planning and assessment · The abacus calculation policy is used within school to ensure a consistent approach to teaching the four operations over time · At the start of each new topic, key vocabulary is introduced and revisited regularly to develop language acquisition, embedding as the topic progresses	· Children demonstrate a quick recall of facts and procedures. This includes the recollection of the times table. · Children show confidence in believing that they will achieve · Each child achieves the objectives (expected standard) for the year group · The flexibility and fluidity to move between different contexts and representations of maths · The chance to develop the ability to recognise relationships and make connections in maths lessons · Mathematical concepts or skills are mastered with children showing it in multiple ways, using the mathematical language to explain their ideas, and independently applying the concept to new problems in unfamiliar situations.

learning opportunities, striving to ACHIEVE their potential, as they belong to our school community · Makes rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems · Provides equal opportunities for children to apply their mathematical knowledge to other subjects (cross-curricular links) · Is in line with the expectations in the National Curriculum 2014	· Children are taught through clear modelling and have the opportunity to develop their knowledge and understanding of mathematical concepts. The mastery approach incorporates using objects, pictures, words and numbers to help children explore and demonstrate mathematical ideas, enrich their learning experience and deepen understanding at all levels. · Children work on the objective at whatever entrance stage they are assessed as being at. Children can ACQUIRE the skill, APPLY the skill or DEEPEN the skill within the lesson · Children move through the different stages of their learning at their own pace · Children who have shown their understanding at a deep level within the unit, will have opportunities to apply these skills in a GREATER DEPTH activity. This should be challenging and ensure that children are using more than just one skill to be able to answer the mathematical problems. · Reasoning and problem solving are integral to the activities children are given to develop their mathematical thinking · Resources are readily available to assist demonstration of securing a conceptual understanding of the different skills appropriate for each year group · Children are encouraged to explore, apply and evaluate their mathematical approach during investigations to develop a deeper understanding when solving different problems / puzzles · A love of maths is encouraged throughout school via links with others subjects, applying an ever-growing range of skills with growing independence · Children with additional needs are included in whole class lessons and teachers provide scaffolding and relevant support as necessary. For those children who are working outside of the year group curriculum, individual learning activities are provided to ensure their progress.	· Children show a high level of pride in the presentation and understanding of the work

	Leadership, Assessment and Feedback · Assessment informs the teaching and learning sequence, and children work on the objectives they are assessed as being at, with fluid boosting available within a 'keep up not catch up' culture · Feedback is given on children's learning in line with our feedback policy. Formative assessment within every lesson helps teachers to identify the children who need more support to achieve the intended outcome and who are ready for greater stretch and challenge through planned questioning or additional activities. · In order to support teacher judgments, children may be assessed using current and reliable tests in line with the National Curriculum for maths. Gap analysis of any tests that the children complete is undertaken and fed into future planning. · Summative assessments are completed at the end of the academic year and reported to parents in the end of year report · The maths leader has a clear role and overall responsibility for the progress of all children in maths throughout school. Working with the SLT, key data is analysed and regular feedback is provided, to inform on progress and future actions.	