



Intent, Implementation & Impact



Intent:

At Heage Primary School we deliver our maths curriculum to ensure that it follows the aims of the National Curriculum. Our aim is for all children to gain the knowledge and skills needed to be successful mathematicians both now and in the future. Through a mastery approach, children gain knowledge through teaching in small steps, which connects to and builds on previous knowledge. We foster our school values of teamwork and resilience by using talk partners, concrete resources and high-quality images as well as by holding the belief that making mistakes is vital to ensure effective learning. We provide challenge by exploring concepts further and deepening understanding. Pupils will be given the time to fully embed a concept before moving on to ensure they are completely secure.

Our teachers model and encourage:

- A positive attitude towards maths and an awareness of the relevance of maths in the real world;
- A process of enquiry and experiment;
- Thinking logically in order to work systematically and accurately;
- A balance of collaborative and independent working;
- Competence and confidence in pupils' maths knowledge, concepts and skills.

Implementation:

Lessons are planned using the White Rose Scheme and are based on children's starting points through completing a **pre-learning task**. This may mean that some steps may need to be broken down further or revisited in order to fully embed the learning. Within most mastery lessons pupils will have access to a range of fluency, reasoning and problem-solving activities. The start of the lesson allows pupils to retrieve previously taught content and build skills needed for the session ahead. This is then followed by the main content of the lesson usually presented on the form of a real-life problem.

The role of the teacher is to provide deep questioning, to enable the pupils to demonstrate deep understanding and securely embed the concept. Examples of effective questions stems include: How do you know...? Why do we do...? Do you agree that...? What if...? What's the same? What's different? What can you see? Teachers will also use "Stem sentences" to embed the learning.

Pupils in Years 1 to 6 will complete a task independently to showcase what they have learnt during the taught session, using the White Rose Work Booklets. At the end of each unit, teachers will use the **End of Block Assessments** from the White Rose website as a post-assessment.

Impact:

- Maths lessons are engaging and well resourced.
- Children display confidence and have a belief that they can achieve.
- Children are resilient when solving problems and reasoning.
- Children display a rapid recall of facts and procedures.
- Children work flexibly with number, choosing efficient methods to approach a task.
- Children can, in the main, use full sentences to articulate their thinking.
- Every child makes expected progress from individual starting points.
- Children can apply their knowledge to increasingly complex problems and situations.

