



Intent, Implementation and Impact Statement:

Subject: Mathematics

Main Overarching Intention: To create well-rounded members of society who are resilient, deep-thinking problem solvers and fluent in the basics of Mathematics. Our children will leave us with the cultural capital to exceed within their chosen field later in life.

<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
Well-rounded, resilient and driven members of society who can apply their Mathematical skills and knowledge to real-life situations.	<ul style="list-style-type: none"> - Talk project - Weekly dedicated problem-solving and reasoning lessons - Cross-curricular Maths lessons linked to real-life scenarios (Pride Mornings linked to ratio, geometry, algebra, money, measures) - Collins scheme and challenge activities on offer. - Reasoning / puzzle solving days booked for whole school. 	
Create pupils who are arithmetically confident.	<ul style="list-style-type: none"> - Mental and oral starters linked to arithmetical concepts highlighted within termly gaps analysis. - Weekly arithmetic and mental maths quizzes. 	

	<ul style="list-style-type: none"> - Booster morning clubs. - Interventions which focus on target children. - Analysis of Maths SATs papers to spot trends. Ensure that problem areas are focused on during whole-school themed Maths days. - ICT programmes (Times Table Rockstars, My Maths, Purple Mash). - Invitation only Times Table Rockstars club to target those pupils who have not got the basics. 	
<p>Create pupils who can reason, explain and problem-solve.</p>	<ul style="list-style-type: none"> - Problem solving days / Visits from guests. - Dedicated weekly problem-solving/reasoning lessons - HOTT activities - Establish links with NW2 Maths Hub to work with Claire Kinch and Maths Cluster. Complete the 'Mastery Readiness' programme – Second Phase which aims to develop the teaching of mastery throughout the school. CPD Training days offered by the Maths Hub. - Team Meeting book scrutiny of Maths books focusing on challenge for the More able. - G&T Maths competition/quiz. - Talk project – Weekly discussion linked to a mathematical concept or problem. - Set up Greater Depth Club after Christmas. - Monitoring of evidence within books linked to problem solving, reasoning, explanation. 	
<p>Create pupils who have a solid foundation of the basic skills in Mathematics.</p>	<ul style="list-style-type: none"> - Daily counting within Mental and Oral starters - Morning club 8:30-8:55 to address year-group misconceptions - Speed grid challenges and whole-school competitions - Times Table Rockstars - Year 4 Times Table practise daily. Set up Times Table club on a Thursday after school with VP. Times Table Tracker of results to monitor times tables test performance of Year 4 children. Identify those that need more support. 	

	<p>Invite only to times table club based on those that need boosting.. Ensure that Year 4 children have daily access to the I Pads or ICT suite.</p> <ul style="list-style-type: none"> - Gap analysis of test data – termly. Teach the gaps. - Fluid groupings. - Host Maths is Fun Days’ linked to common misconceptions identified within the gaps analysis of SATS paper. Focus area identified after analysing 2018/19 SATS papers. - Monitor post-teaching throughout the school as a means of addressing misconceptions straight away. - Within performance management meetings, identify 3 children who need to make accelerated progress within Maths. Discuss strategies to ensure accelerated progress is made. - Monitor the use of Intervention Books and check that the appropriate pupils are receiving interventions/Post Teaching. 	
<p>Develop knowledgeable teachers who can teach Mathematics confidently.</p>	<p>Internal Staff Meeting CPD linked to the following priorities:</p> <ul style="list-style-type: none"> - Using problem solving, reasoning and Mathematical Explanations to challenge the HA pupils. - Cross-curricular Maths – What does it look like in our school and elsewhere? - Counting strategies - Fluent in Five – Gap plugging / Gaps analysis training - <p>External CPD aimed at developing outstanding teaching:</p> <ul style="list-style-type: none"> - Counting - Numicon (Vicky Ross) - The power of explanation in the classroom. - Charlotte NQT (Year 3) and Alison (Reception) – arrange for CPD courses linked to the teaching of arithmetic and reasoning within appropriate year group. 	

Rolling programme of book monitoring with a focus on the following key areas to ensure high standards are being set:

Week 1: Work with teachers to identify gaps from previous test week. Identify 5 key focus areas.

Week 2: Marking/presentation/target sheets stuck in and being completed

Week 3: Learning Walk in classrooms and around the school.

Week 4: Evidence of Problem Solving / Reasoning activities

Week 5: Use of HOTT challenges / Explanations to deepen understanding.

Week 6: Differentiation and fluid groupings

Week 7: Pupil Premium children and target children's books.

Week 8: How are the more able pupils being challenged? Update G&T list.

Week 9: Times Table Rockstars / Mental Maths/ Arithmetic Tests / Speed grid.

Lesson observations:

Particular focus on

- Pace
- Rigour of lessons
- Differentiation
- Use of reasoning and challenge
- Fluid groupings and closing the gaps through teaching of
- Fluid groupings
- Rigour / Structure of lessons embedded (counting, arithmetic gaps or reasoning problem, main body, HOTT/plenary
- Maths lead to model lessons

Deliver Master Classes to staff to model use of Fluid groupings, gaps plugging, pace and use of reasoning/explanation to challenge the More Able pupils.

Embed Post Teaching throughout the school.