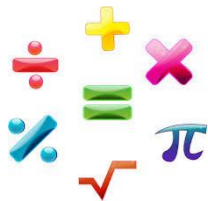


## Intent:

### **Believe**

A mathematician who believes and acknowledges how maths is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy in most forms of employment.



### **Achieve**

Children will develop a passion for learning maths that will continue to be applied beyond St Buryan Academy.



### **Aspire**

Children will become mathematicians who have developed fluency, who are genuine problem solvers and have the ability to reason mathematically.



**At St Buryan Academy our intent for mathematics is to teach in an enjoyable and applicable way, focused on fluency, reasoning and problem solving. We fundamentally believe that children need to have secure declarative knowledge in able to reason and problem solve effectively and efficiently. Teachers are supported in their own personal delivery of our updated maths curriculum, ensuring lessons are kept child focused and enjoyable, whilst covering the broad curriculum.**

- Our curriculum, allows children to explore different mathematical problems and relate them to everyday life. Our policies, resources and schemes support our vision, ensuring all children tackle maths in a concrete, pictorial and abstract way.
- The mapping of mathematics across school shows clear progression between year groups, in line with the age related expectations and National Curriculum. Using White Rose scheme as a way of structure for teachers. This is supplemented by: NCTEM materials, classroom secrets and Twinkl mastery.

### **Key Priorities:**

- To secure and recall number facts rapidly to free up working memory.
- To utilise assessment outcomes to support pupils in their next steps and fill any gaps through interventions.
- To improve staff pedagogy through regular training sessions or staff tasks to improve mastery knowledge.

## Implement:

**We have high expectations that all children will succeed and become numerate through our excellent provision of mathematics**

### Number:

- Number heavy in Autumn term to ensure the foundations of number sense are solid.
- Development of essential skills such as fluency, varied fluency, problem solving and reasoning.
- Manipulatives and resources to aid and embed concepts.
- Use of concrete, pictorial and abstract approach which are interlinked and used simultaneously to develop understanding.
- Maths Mastery embedded in KS1 as well as KS2.

### Problem Solving and Reasoning:

- Maths Mastery embedded across Key Stage 1 and disseminating through Key Stage 2
- White Rose maths and Nrich activities.

### Assessment:

- Formative day-to-day
- Summative through half termly (internal WRM end of Term assessments).
- National DFE SAT's test (Year 6) which consist of 1 arithmetic tests and 2 reasoning tests.
- National Times Tables test (Year 4).

### Monitoring:

- To monitor the White Rose Mathematics ensuring staff understanding and expertise.
- Monitoring lessons, learning walks and book checks. Giving staff general feedback during staff meetings or 1:1 meeting.
- Implement Pupil questionnaires to examine lesson coverage, maths outcomes and pupil responses.
- Use staff questionnaires to gain greater understanding of how staff feel about lesson coverage, resources and assessment.

## Impact:

Data :

KS1	
BYG	
WTS	
EXP	
GD	
KS2	
BYG	
WTS	
EXP	
GD	

Y4 TTT	
Passed	
Didn't Pass	

### Teacher CPD/monitoring (2020/2021):

- Maths CPD for staff on:
  - White Rose Maths
  - Concrete, abstract & pictorial
  - How to address misconception
- School expectations are high and books are monitored internally.
- The acquisition of new equipment, allows children to have a go at problems and use a range of strategies to help them to succeed. Children's reasoning and use of pictorial representations, is clearly beginning to develop and will continue to do so.
- Our maths books are full of a range of activities, showing evidence of fluency, reasoning and problem solving. Maths feedback, occurs regularly.
- The impact of our mathematics curriculum is that children have been introduced and exposed to challenge within most lessons. This enables them to apply the taught mathematics skills in a range of new concepts. It is evident that children are accessing a wider range of challenge and are expected to reason using mathematic vocabulary.