

BRUNSHAW PRIMARY SCHOOL



Inspiring children to be resilient and aspirational learners, within a positive and considerate community

Intent, Implementation and Impact in Mathematics 2021/22

Intent	Implementation	Impact
- Mathematics ensures that all pupils are equipped to understand the modern world we live in and provides unique opportunities for children to change the world. - Children are equipped through becoming fluent, logical reasoners and problem solvers. It provides children the ability to think in abstract ways. - At Brunshaw Primary School we have a central belief – All children can do Maths. - The National Curriculum (2014) describes the order in which Maths is delivered across all year groups – The Early Learning Goals describe key skills for learners in EYFS. - Our school follows the National Curriculum which provides detailed guidance. This ensures continuity and	- At Brunshaw Primary School we follow the National Curriculum, using a variety of schemes to supplement this. White Rose Maths Hub units are followed, alongside other resources (for example: Testbase, LAPs). Lessons and activities encourage pupils' higher-level thinking – alongside ensuring fluency, reasoning and problem solving are at its heart. - Children are taught using a concrete, pictorial and abstract approach for all new concepts – building up their competencies and relating back to prior learning. - Tasks and activities are pitched at age-related expectations with less-able pupils being provided with extra support and higher-ability pupils being provided with opportunities to	- Brunshaw Primary School has a growth mindset policy of 'I can't do it yet!'. Therefore children are becoming resilient learners, working in mixed-ability groups. Mixed ability learning provides all learners the opportunity to deepen their understanding, either through explaining to a child or having a child-friendly explanation. - Children learn best through a variety of approaches (for example, independent work, pair work and collaborative learning). It is important to promote these in the classroom. - Teachers ensure all learners' needs are met and that all have the opportunity to access 'age-related' expectations. Evidence is sought through lesson observations, books, planning, talking to children, etc.).

progression in the teaching of Mathematics. • In the Early Years Foundation Stage, Mathematics is defined as number and numerical patterns. All children are challenged with age-appropriate targets.	‘deepen’ their learning (for example, through challenges). • Varied fluency is provided to avoid repetition – ensuring pupils’ full understanding in all subject areas. • In lessons, pupils will always be asked to explain their answers to ensure full understanding – building on their ability to reason mathematically. • Teachers implement the school’s agreed calculations policy, building on steps to ensure full understanding. • Teachers use PUMA/PIRA assessments to gather information on children’s current understanding and misconceptions. • Teachers plan mental and oral starters daily to ensure a ‘spiral’ curriculum approach – ensuring a shift in the ‘long-term memory’. • Times Table Rock Stars is used across school, alongside other resources. A mastery approach to Mathematics is embedded throughout each year group – including EYFS. • Fluency in numer arithmetic is developed across school equipping pupils with the skills required to reason and problem solve effectively.	• Staff can adapt their teaching style in order to meet the needs of the learners. All learners are tracked, particularly those with SEND and PP through regular and robust pupil progress meetings. • Children can apply their mathematical understanding across the curriculum. • Children are provided with key mathematical concepts, readying them for the next stage of their education and moving into employment. • There is a variety of concrete, pictorial and abstract activities in books (including floor books) • All children are given the opportunity to reason and problem solve. • Children are given opportunities to apply Mathematics across the wider-curriculum (for example, graphs in Science). • All tasks have high-expectations of all learners. These are challenging and motivating – building on children’s prior learning. • Questions are planned to deepen pupils’ understanding and feedback provides opportunities for children to
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