**Maths**

**Intent, Implementation and Impact**

**To be read with LC2 Calculations policy**

**Intent**

At Woburn Lower School we intend to follow the National Curriculum for Mathematics, enabling our children to become fluent in the fundamentals of mathematics. We aim to help our children to develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately to a range of problems. Our provision is designed to enable children to be able to reason and problem solve by applying mathematics to a variety of increasingly complex problems; following a line of enquiry, conjecturing relationships and generalisations and using mathematical language. We intend to build upon children’s knowledge and understanding from year 1 to year 4 through long term, medium and short term planning. For more able pupils, we aim to ensure that children who grasp concepts rapidly are challenged by being offered rich and sophisticated problems before any acceleration to new content. We also intend to provide high quality intervention for pupils requiring additional support. We intend to develop resilience that enables all children to reason and problem solve with increased confidence, breaking down problems into smaller steps and persevering in seeking solutions.

**Implementation**

* Our progress map for mathematics is designed to ensure continuity and progression in the teaching of mathematics throughout the school
* Daily maths lessons include fluency, reasoning and problem solving. Children are encouraged to ask as well as answer questions.
* Lessons are differentiated to ensure there is appropriate challenge for all learners and a range of resources are utilised to support the learning needs of the individual children. Adult support is given where necessary but independence is encouraged.
* Children requiring additional intervention support are identified quickly. Intervention is monitored on a half-termly basis by the Headteacher and the SENDco.
* Concrete manipulatives and pictorial representations are used to support conceptual understanding and to make links across different concepts. We encourage children to apply their knowledge to everyday situations.
* Lessons are stimulating and fast paced in order to ensure that pupils are engaged in their learning and develop a positive attitude towards mathematics.
* We plan our mathematics curriculum to ensure that we are building upon the children’s prior learning. We plan progression throughout the year groups through long, medium and short – term planning.
* Children are individually assessed and rewarded for rapid recall of number bonds (KS1) and times tables (Years 2-4).
* Children are set individual targets. Their progress is tracked to ensure that the programmes of study are covered and that the children are progressing well in relation to their target. Formative assessment is ongoing in order to plan the next steps of the children’s learning. Children’s progress is tracked on a weekly basis and monitored and discussed with the headteacher on a half termly basis.
* Homework is sent home on a regular basis, with an emphasis on times tables, number bonds and practical activities.

**Impact**

* Most children reach end of year expectations and many are working at greater depth in mathematics. Differentiated teaching ensures children experience the sense of achievement in reaching their individual targets
* Well planned sequences of learning support children to develop and refine their maths skills and to develop a broad mathematical vocabulary
* Children are able to independently apply their knowledge to a range of increasingly complex problems.
* Children are able to reason with increased confidence and accuracy as they progress through the school.