



Maths Statement of Intent



Our vision at Tivdale Hall is to nurture successful learners who are motivated, creative, curious and respectful citizens who take pride in all they do.

Intent

- To deliver an inspiring, creative and engaging maths curriculum, that promotes and healthy and enthusiastic attitude towards mathematics
- Pupils become fluent in the fundamentals of mathematics through frequent and varied practice
- Pupils can reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- Pupils can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Implementation

- Teachers follow termly overviews based on the WRM scheme — however, teachers may adapt this to suit the needs of the class
- Teaching and learning is underpinned by the NCETM's 5 Big Idea — Coherence, Representation and Structure, Mathematical Thinking, Fluency and Variation
- Teachers ensure absolute fluency before moving children towards reasoning and problem solving. This is underpinned by teaching and learning of conceptual and procedural variation, and is done through a CPA (Concrete, Pictorial, Abstract) approach
- Using TLAC teaching strategies, teachers frequently observe, assess and provide feedback to advance learning and tackle misconceptions
- In EYFS, following the EYFS framework, children learn through a variety of child-led and adult initiated learning in and outside of the classroom. This includes use of continuous provision, resources from WRM and NCETM Mastering Number.
- Resources are carefully selected and are chosen with the view of 'quality over quantity'
- PPT is used to aid the teaching but is not to be used as the main teaching source. Teacher use My Turn, Our Turn, Your Turn to model practice.
- Mathematical vocabulary is used by teachers and children alike. This includes the use of stem sentences to promote mathematical talk
- Formative and summative assessment is used to track progress and inform planning. This includes one summative assessment at the end of the year, Year 4 participation in the MTC and Year 6 participation in the KS2 SATs assessments.

Impact

- Children leave Tivdale Hall as competent and resilient mathematicians
- Children make links within maths and use knowledge to reason mathematically and approach problem solving with confidence
- Children can accurately use formal calculation methods for all four operations
- Children can fluently recall number facts, properties and procedures
- Children can confidently discuss mathematics and use appropriate mathematical vocabulary.