

This is underpinned by our school vision:

We aspire to be a happy, confident and caring community where children are motivated to flourish and achieve their full potential in a supportive learning environment, underpinned by a strong Christian ethos.

Intent, Implementation and Impact statement Holy Trinity CE (A) Primary School

Intent - What are we trying to achieve?	Implementation - How is our vision translated into practice?	Impact - What is the impact of our curriculum?
<p>The intent of our mathematics curriculum is to provide children with a foundation for mathematical understanding. We believe children should be provided with a rich, balanced and progressive curriculum using maths to reason, problem solve and develop fluent conceptual understanding in each area. We aspire for children to become confident, competent and independent mathematicians. This is underpinned by a deep conceptual understanding and an enjoyment of the subject through use of real world links making it meaningful and purposeful.</p> <p>- 'Mistake friendly' classrooms where children see mistakes as learning tools – there is an emphasis placed upon</p>	<p>Teachers reinforce an expectation that all children are capable of achieving high standards in Mathematics.</p> <p>Using the school's progression of procedural knowledge document, the teaching of mathematics year to year builds progressively on the procedural knowledge taught in previous year groups.</p> <p><u>Teaching</u> For maths, our long term planning follows the National Curriculum 2014. Medium and weekly planning follow the White Rose scheme of work which all staff were trained on when it was implemented. Maths lessons are designed with a concrete, pictorial and abstract (CPA)</p>	<p>We believe children have mastered a concept when they are able to apply clearly demonstrate their understanding and use it in a range of different situations with a variety of resources.</p> <p>-Children are happy learners who talk enthusiastically about their learning and eager to further their progress in maths - Most children reach end of year expectations. - Well planned sequences of learning support children to develop and refine their maths skills. - Children are able to independently apply their knowledge to a range of increasingly complex problems. - Children are reasoning with increased confidence and accuracy.</p>

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<p>developing the power to 'think' rather than just the 'do'.</p> <ul style="list-style-type: none">- We want them to know that maths is essential to everyday life and that our children are confident mathematicians who are not afraid to take risks.- We create lessons where all learners are catered for and can achieve the learning challenge within the lesson at the appropriate level, showing that maths is for everyone.	<p>approach, providing our pupils with the scaffolding required to access the learning at all levels. Resources are of a high quality are frequently reviewed to ensure that children are provided with the apparatus that they need.</p> <p>To develop secure and deep conceptual understanding, staff plan for the use of concrete resources, varied representations and structures (outlined and guided through White Rose)</p> <p>Success criteria are set out in each session in order to guide children to achieve success.</p> <p>The use of Times Tables Rockstars has increased the profile of multiplication procedural knowledge across the school and at home and raised children's enjoyment and engagement with times tables.</p> <p>We develop children's ability to articulate, discuss and explain their thinking using appropriate mathematical vocabulary.</p> <p>Although our curriculum is embedded in the white rose scheme of work, we also ensure that children are provided with plenty of hands on experiences and problem solving that are presented in a</p>	<ul style="list-style-type: none">- Children demonstrate quick recall of facts and procedures. This includes the recollection of the times tables. <p>These factors ensure that we are able to achieve high standards, with achievement at the end of KS2 in-line with that of the national average, as well as an increasing proportion of children demonstrating greater depth, at the end of each phase.</p>
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	<p>variety of different ways (e.g Nrich, classroom secrets, NCETM).</p> <p><u>Assessments</u></p> <p>Regular and ongoing formative assessment informs teaching, as well as intervention, to support and enable the success of each child through the use of Target Tracker.</p> <p>Summative assessments are carried out termly to help inform intervention groups, future planning and identifies gaps in children's learning.</p> <p>Children's attainment and progress is discussed by teachers and SLT during termly pupil progress meetings. If progress is not made, support is immediate and steps provided.</p> <p>Provision will be made for children who are not making the expected level of progress through I.L.Ps and interventions such First Class at Number, targeted multiplication booster groups and pre-teaching of new concepts for those children identified as needing longer for skills to imbed.</p> <p>Children's attainment and progress is discussed with parents/carers during parents' evenings and suggestions are</p>	
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	<i>given on ways to support them at home as well as at school.</i>	
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