



Intent, Implementation and Impact for Maths at Sherford Vale School

Intent

Our intention is that all children will develop mastery and a love of maths. We strive to improve the outcomes for all our children and achieve the aims of the National Curriculum: Fluency, Reasoning and Problem Solving. There will be effective teaching and learning across the school as a result of effective professional development of both subject knowledge and pedagogy.

Children are exposed to wide range real-life contexts so that they can recognise the importance of maths in the wider world. Maths across the school is designed to promote independence and a love of learning and often involves practical and hands-on activities, inside and outside, as well as combining with other subjects across the curriculum such as science and design and technology. Children are encouraged to be curious about the subject; with regular opportunities for exploration, discussion and questions.

Implement

Power Maths was introduced across the school from Year 1 to Year 6 in March 2021. We follow the Power Maths, White Rose Edition, which is a UK curriculum mastery programme designed to spark curiosity and excitement and nurture confidence in maths. The scheme is built around a child-centred lesson design that models and embeds a growth mind-set approach to maths and focuses on helping all children to build a deep understanding of maths concepts. In Foundation, pupils are taught using The White Rose Maths Schemes of Learning.

Assessment

At the end of each unit of learning, children complete an end of unit assessment. This allows learning to be revisited and consolidated before moving on to new learning. It also supports teachers in establishing progress made from the beginning of the unit. This information can then be used to identify any intervention needed as necessary.

Children will also complete termly standardised 'PUMA' assessments. Data is recorded and used, alongside ongoing teacher assessment, to judge children's progress and attainment against year group objectives. These combined assessment measures help to inform teachers whether each child is 'Emerging', 'Developing', 'Secure' or working at 'Greater Depth'.

Intervention programmes

As an extension to quality first teaching, individual year groups and classes use focus group learning to support individual and group learning needs. The main form of intervention provided is 'pre-teaching',

delivered by teachers. This gives struggling learners an opportunity to familiarise themselves with upcoming lesson content before the lesson and therefore increases their confidence in lessons. We feel this is a much more positive process than post-lesson intervention. This also allows teachers to adapt lessons for the whole class based on insights gained with children during pre-teaching.

Mastering number is also used in Y1, 2 and 4 to secure firm foundations in the development of good number sense for all children.

Impact

The impact of our mathematics curriculum is that children understand the relevance of what they are learning in relation to real life concepts. Learning walks, books scrutinies and pupil conferencing show children problem solving, reasoning and becoming fluent in their choice of methods. Children have developed excellent Oracy skills and use a range of mathematical vocabulary appropriate to the age and development. The school has a supportive ethos and our approaches support the children in developing their collaborative and independent skills, as well as empathy and the need to recognise the achievement of others. Regular and ongoing assessment informs teaching, as well as intervention, to support and enable the success of each child.