



Long Meadow School



Mathematics

Intent, Implementation and Impact

Intent

By the time children leave LMS, we aim for children to be confident, curious and resilient mathematicians. For children to have an enthusiastic and positive view of maths, we aim to make the teaching and learning engaging and enjoyable for all, as well as understanding the purpose of maths in everyday life. They should have a good conceptual understanding of the key concepts and be fluent in the fundamentals, having the ability to make connections and links from previous learning. Children should confidently use mathematical language when reasoning, and apply their knowledge and skills to problem solving, both in maths and other curriculum areas. Mathematics contributes to many subjects within the primary curriculum and opportunities will be sought to draw mathematical experiences out of a wide range of activities and subject areas through a creative curriculum. This will allow children to use and apply mathematics in real contexts. Maths Days happen throughout the year, in which children are able to use and apply their maths skills to a themed problem.

Implementation

We follow the programme of study in the National Curriculum and each year group follows a long-term plan, giving them flexibility in the time spent on each programme of study, depending on the outcomes of the cold task assessments. Number is front loaded across the school so children can apply the knowledge learnt to develop their skills in other areas in maths. Stem sentences used in lessons allow children develop their accurate use of mathematical language, therefore allowing them to communicate and structure their ideas. Learning is revisited throughout the year in morning tasks, home learning, fluency sessions and investigations. We make effective use of scaffold and challenge to ensure that all children are appropriately challenged from their individual starting points and learning is adapted where necessary to meet the needs of our SEN and EAL learners, ensuring that we maintain high expectations whilst simultaneously supporting their individual needs.

Impact

The teaching of maths in our school is monitored through learning walks, pupil voice, book and planning scrutinies. Children at LMS enjoy maths and have a good understanding of their own strengths and areas for development. Our expectation is that the majority of pupils move through the curriculum largely at the same pace. However, cold task assessments are used to enable teachers to identify previous knowledge and plan tasks that challenge and allow children to go deeper with their understanding of concepts. Next Day Plenaries also allow teachers and LSAs to provide more targeted support and/or consolidation. Daily fluency sessions are beginning to impact the children's ability to access all areas of maths confidently. Becoming confident in these facts have helped them to develop their working memory, therefore allowing them to problem solve more accurately. Teachers use the assessment book to make judgements about children's current level of understanding and use this to plan further learning.