

## Intent, Implementation and Impact in Maths



<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
<p>Through our teaching and the school environment, we aim to develop:</p> <ul style="list-style-type: none"> <li>● Competence in a wide range of mathematical skills, knowledge and concepts</li> <li>● The confidence and resilience to tackle increasingly complex mathematical tasks</li> <li>● The ability to apply understanding and skills to a variety of tasks reasoning what has been found and understood</li> <li>● Problem-solving and investigative skills</li> <li>● A positive attitude towards mathematics, valuing the subject and approaching it with enthusiasm, using real-life contexts and cross-curricular links where possible</li> <li>● The ability to learn both independently and in collaboration with others and to communicate mathematically using appropriate vocabulary.</li> </ul> <p>By adopting a Mastery approach, it is also intended that all children, regardless of their starting point, will achieve their potential in</p>	<p>At Beaulieu, we know that in order for pupils to progress to deeper and more complex maths problems, children need to be confident and fluent across each yearly programme of study and we ensure that our maths curriculum is designed with that in mind:</p> <ul style="list-style-type: none"> <li>● We use a blocked curriculum to make sure children are given a good amount of time to master a concept. We revisit prior learning alongside this through Flashback 4 (WR) and Fluent in 5 (3<sup>rd</sup> Space Learning)</li> <li>● We measure progress through formative assessments (NFER tests) each term.</li> <li>● We teach separate inputs to each year group.</li> <li>● We use White Rose Version 3 small steps planning across the school but we adapt it as necessary for our classes- not each step is a lesson, some may be combined and some stretched (whilst keeping in line with yearly coverage)</li> </ul>	<p>We believe that a mathematical concept or skill has been mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations.</p> <p>At Beaulieu we expect our maths curriculum to enable children to demonstrate</p> <ul style="list-style-type: none"> <li>● Quick recall of facts and procedures. This includes the recollection of the times tables.</li> <li>● Flexibility and fluidity to move between different contexts and representations of mathematics.</li> <li>● The ability to recognise relationships and make connections in mathematics.</li> </ul>

maths and leave our school with an appreciation and enthusiasm for Maths.

- We want to see children having experience of maths in concrete then pictorial then abstract contexts (there will be more concrete activities with the younger children but is still relevant for groups of children in older years) and these should be evident in their books through a variety of forms including photos, investigations, reasoning problems and some fluency work.
- We expect maths to include the 3 parts of fluency (also called Key Learning in the WR small steps planning), reasoning and problem solving (not every lesson but for every ability there should always be a range).
- We expect all children from year 1 upwards to be regularly using TTRS at home.
- In addition to our WR lessons, termly we also teach maths cross curricularly through a book input and we have an extended investigation lesson (NRICH can be used)