

Maths 3I Statement – 2021/22

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
<p>The school’s senior leadership team will:</p> <ul style="list-style-type: none"> • Lead the school staff to develop a clear overarching curriculum intent which drives the development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality. 	<p>Our planned teaching sequence will show:</p> <ul style="list-style-type: none"> • Agreed pedagogies (see Calculation policy) used as a basis for teaching and learning. • How the teaching sequence is adapted to meet the needs of pupils. • Lessons promote learning which will enable pupils to take advantage of opportunities, responsibilities and experiences of later life. • Lessons build on prior learning; reviewing and revisiting when needed. <ul style="list-style-type: none"> • Specifying key vocabulary to be used • Communication of pupil’s mathematical knowledge and understanding appropriately with aids for Maths Talk. • Evaluating of pupil’s learning and comparing with others • The use of a range of shared resources to embed learning and deepen an understanding • Planning informed by formative classroom assessment, unit summative assessments, GL termly assessments and Learning Ladders. 	<p>Pupil voice will show:</p> <ul style="list-style-type: none"> • A developed understanding of fluency, problem solving and reasoning at an age appropriate level • A secure understanding of the historical context of maths and how it fits in within our wider community. • A progression of understanding, with appropriate vocabulary which supports and extends knowledge acquisition. • Confidence in discussing maths, their own work and identifying their own strengths and areas for development • An understanding of how we use assessment to support them in making progress and building confidence in maths. • That they understand they know what they are learning in maths, how they have made progress and they know what to do if they find something challenging. • How working together can help with solving problems and deepening understanding.



Maths 3I Statement – 2021/22

The Maths leader will:

- Understand and articulate the characteristics of high quality teaching in the subject and the main strengths for improving and sustaining high standards of teaching and learning for all pupils
- Ensure an appropriate progression of knowledge, skills and understanding at each stage of learning.
- Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning.
- Promote the relationship between their subject to other areas of the curriculum and the wider world, introducing staff and pupils to the best that has been thought and said.
- Keep up to date with current math research, pedagogy and subject development through an appropriate subject body or professional group.
- Provide up to date CPD for all staff.
- Ensure that assessment is appropriate, best suited to our pupils, informs planning and takes into consideration teacher workload.

Our classrooms will:

- Provide appropriate quality equipment for each area of the curriculum.
- Have developed learning walls which reflect the Maths Development Plan, Vocabulary needs and Calculations policy.
- Deploy appropriately supportive strategies for those with difficulties and appropriately challenging work for those who need extending.
- A place where pupils are able to develop and demonstrate independent learning attributes.
- Allows for maths learning which is not bound by book and board, but which can demonstrate and explore mathematics in as many areas as possible.

Children's work in books and displays will show:

- A varied and engaging curriculum which develops a range of mathematical skills and depth of knowledge.
- Clear progression in line with expectations set out in the progression documents developed from White Rose Maths and National Curriculum.
- Developed and final pieces of work which showcase the skills and knowledge learned.
- Sustained improvement in their subject knowledge, understanding and skills.
- A record and lexicon of Maths vocabulary which can be used, remembered and referred to in learning.
- A strong understanding of the key ideas of the subject
- Deep thinking in relation to the subject matter
- That children are enthusiastic and highly motivated about mathematics



Maths 3I Statement – 2021/22

<p>The class teacher will, with support from year group colleagues and the Maths leader:</p> <ul style="list-style-type: none"> • Adapt and implement the White Rose long term plan to ensure appropriate coverage of knowledge, skills and vocabulary • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. <ul style="list-style-type: none"> • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. • Work well together as a team; • Apply policy and plans consistently in the classroom; • Have high expectations of the pupils; • Reinforce the motivation of the pupils; • Facilitate deep learning within the subject; • Make good use of support, training and guidance. • Will hold termly mentoring meetings with each pupil to set targets and support their mathematical understanding. 	<p>Our children will be:</p> <ul style="list-style-type: none"> • Engaged because they are challenged by the curriculum which they are provided with. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Able to critique their own work as an mathematician because they know how to be successful. • Safe and happy in lessons which give them opportunities to explore their own creative development. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on skills and knowledge. • Develop knowledge, skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills. 	<p>The Maths leader will:</p> <ul style="list-style-type: none"> • Celebrate the successes of pupils through planned displays. • Collate appropriate evidence over time which evidences that pupils know more and remember more. • Collate appropriate evidence that fluency, problem solving and reasoning are developed and improved over time. • Monitor the standards in the subject to ensure the outcomes are at expected levels. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.
---	---	--