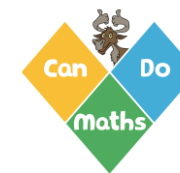


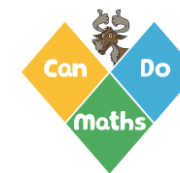
Intent, Implementation and Impact Statement for Mathematics

Our **hope** for all children at St Joseph's is to develop **love** and enthusiasm towards Maths, **inspiring** children to become future Mathematicians. We want the children to be able to see the relevance of Maths in their everyday lives, using it in a range of situations to support them in their academic and personal development. To do this, our curriculum is sequential, using the child's prior knowledge and understanding to enable them to build upon the Mathematical skills they have been blessed with. We have ensured that there is a clear progression of skills throughout the primary phase, ensuring children know more, remember more and understand more. The children will then be able to use these to effectively solve problems and have good mental arithmetic skills.

At St Joseph's, we use a mastery approach to Maths (EYFS – Year 6), which is both challenging and engaging. Children are very familiar with the consistent routines and structure of a Maths lesson and this enables them to be an independent learner. This is essential for our children with Special Educational Needs as they are able to focus on the content of the lesson, using a familiar structure every day. Each lesson has repetitive and rewarding activities (such as developing fluency, encouraging children to reason and problem solve) that help build **resilience**, secure prior learning and develop new learning. With rigorous planning and robust assessment processes, we ensure that all children make good progress in Maths, including those children with Special Educational Needs. Opportunities to apply and develop Maths skills are also planned for across the curriculum.



Intent	Implementation	Impact						
<p>The Early Years Framework and National Curriculum for Key Stage 1 and Key Stage 2 Mathematics aims to ensure that all children become fluent in the fundamentals of Maths, are able to reason mathematically and are able to apply their mathematical skills to enable them to solve problems.</p> <p>At St Joseph's Catholic Primary School, we intend to provide a Mathematics curriculum, which is accessible to all children across the whole of the primary phase (EYFS – Year 6). We deliver lessons that are engaging and well-resourced to enable access to learning for all children. Our children strive for excellence, and are able to work both independently and co-operatively with a fascination for solving mathematical problems.</p> <p>We aim for all pupils to:</p> <ul style="list-style-type: none"> Develop resilience to become fluent in the fundamentals of Mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. Solve problems, both independently and with their peers, by applying their Mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts. This encourages empathy. Encourage the children to be aspirational by reasoning mathematically, following a line of enquiry and develop and present a justification, argument or proof using mathematical language. Have the confidence to tackle tricky concepts outside of their comfort zones, using resources and manipulatives in the classroom environment to support them. Always have high expectations in Maths. Our children embed an appreciation of number and number operations, which enables mental 	<p>All Maths teaching at St Joseph's inspires children to 'be the best they can be' within every lesson. Teachers use a range of teaching methods, challenging the children's ability to develop their conceptual and procedural knowledge throughout a range of units. Adaptations are used to ensure that all learning is accessible for all children, including those children with Special Educational Needs. Aspirational use of mathematical vocabulary is supported through the use of stem sentences to support children in using mathematical vocabulary within each session. Knowledge is assessed daily and early intervention is put in place to ensure that the children make progress in their learning daily. These assessments are made daily and will include those children with SEN and those children who have not been identified as having a Special Educational Need. We have high expectations of all children within school, each having the opportunity to access the learning at an age appropriate level so that no child gets left behind.</p> <p><u>Mathematics lessons at St Joseph's</u> The lesson structure is consistent across the school, however the resources and activities provided for the children will vary depending on the Key Stage. Each lesson will consist of a 'hook', followed by a whole class input to enable the class teacher to make initial assessments of the children's understanding. This is from EYFS to Year 6. Children will then work independently, sometimes in small groups, where appropriate. They will have the confidence to apply their new knowledge and understanding, showing resilience when making mistakes.</p> <table border="1" data-bbox="792 1342 1447 1437"> <tr> <td colspan="2" style="text-align: center;">Mathematics lessons: Teach up</td> </tr> <tr> <td colspan="2" style="text-align: center;">M/TW/Th/F: 9.10 – 9.50am</td> </tr> <tr> <td style="text-align: center;">'Learning Together'</td> <td style="text-align: center;">'Support and Challenge'</td> </tr> </table>	Mathematics lessons: Teach up		M/TW/Th/F: 9.10 – 9.50am		'Learning Together'	'Support and Challenge'	<p>To be successful in our approach to teaching Maths at St Joseph's, we will regularly monitor the impact through the following:</p> <p><u>Assessment</u> Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the class teacher's responsibility to keep track of the progress made by all children in their class, regardless of their mathematical ability. It is used to monitor progress and to identify any child needing additional support as soon as they need it. Assessment for learning is used daily to identify children needing 'keep up' support. Summative assessments, such as 'Remember It' quizzes are also used to assess progress and identify gaps in children's progress at the end of the term. These misconceptions are then addressed during MOT meetings. We are required by the Department for Education to formally assess children in particular year groups. These are as follows:</p> <p>EYFS to achieve the Early Learning Goal. Y2 to complete formal assessments every May. Y4 to complete the times table check in June. Y6 to complete SATs assessments every May.</p> <p><u>Staff meetings</u> As well as inspiring our children to REACH, we also have incredibly high expectations of our staff. Staff are positive role models for our children and it's vital that we share good practice and provide CPD to ensure the children have the best possible start to their education.</p> <p><u>Book looks</u> Throughout their time at St Joseph's, the children will gain a depth of knowledge and understanding in Mathematics. With careful lesson planning and delivery</p>
Mathematics lessons: Teach up								
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'Learning Together'	'Support and Challenge'							



calculations and written procedures to be performed efficiently, fluently and accurately.

We are committed to ensuring that children are able to recognise the importance of Mathematics in the wider world, preparing them for all aspects of life including their transition into secondary school.

'Maths On Track' Meetings (MOT): Keep up
M/T/W/Th/F: 11:35 – 12:00 (KS1)
M/T/W/Th/F: 11:45 – 12:15 (KS2)

Deliberate Practice Sessions
Arithmetic/Intervention/Practice

Outdoor learning opportunities and challenges in the Early Years environment are also used to further extend and develop the children's understanding, rather than a formal 'Maths On Track' lesson.

Each lesson focuses on a manageable step of new learning based on the EYFS Framework and the National Curriculum statements.

Typical lesson design (EYFS – Year 6):

1. Hook It: Introduction
2. Teach It: Live modelling of the new learning with explicit use of potential misunderstandings
3. Practise It: All children practise together
Support and Challenge
4. Do It: Up to 5 examples – 5 'What it is' or '3+2' 'What it is/What it's also'. *Challenge 1: Procedural Fluency*
5. Secure It: 1 or 2 misunderstandings (True/False, Spot the mistake). *Challenge 2: Conceptual Understanding*
6. Deepen It: Apply understanding to solve new problems, *Challenge 3: Mathematical Thinking*
7. Review It: Lesson Recap: Keep Concept Statement and Key Vocabulary

Maths On Track (MOT) Meetings throughout the week are structured as follows:

Day 1: ArithmeKit

Day 2: ArithmeKit

Day 3: Deliberate Practice: Past and Present

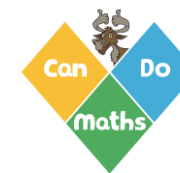
Day 4: Deliberate Practice: Past and Present

Day 5: Fact Friday (CanDo Maths)

to the highest standard, the children's understanding is recorded in both a Maths book and an MOT book.

Learning walks

By completing learning walks, children develop the **confidence** to solve Maths in every lesson. Lesson walks will take place in Maths and MOT, as well as other curriculum areas to ensure that the children are provided with a range of opportunities to make links in their learning. The Maths Lead will also ensure that all staff are providing adaptations to ensure that all children have the opportunity to meet the outcome of the lesson, including those children with SEN.



Maths lessons and 'Maths On Track' meetings have their own specific place on the timetable. In addition to these discrete lessons, embedding a love of Maths will be supplementing and enhanced by:

- Using high quality resources that are appropriate to the learning, as well as the individual needs of the children in the class (including those with SEN).
- Developing Maths areas and displays in every classroom that are resourceful for the children.
- EYFS children have access to the Maths area every day in their independent learning time
- Maths clubs
- Accessing Mathematical skills across the curriculum
- Prioritising our lowest 20% for daily interventions
- Working in partnership with parents by providing support and guidance for Maths homework

At the end of Year 4, all children undergo a times table. This is a statutory assessment was made compulsory in 2022. All children in Year 4 take the check. The times table check is designed to confirm whether or not individual children have secured their knowledge of all times tables (Up to x12).