Intent, Implementation and Impact Statement for Mathematics

Our vision is for pupils to be confident, skilled, and resilient mathematicians, who understand that mathematics is a fundamental part of everyday life and the world we live in. Mathematics is integral to all aspects of life, and we endeavour to ensure that pupils develop a positive attitude and a deep understanding, that can be used in each stage of their lives.

Curriculum Intent

At Highters Heath Community School, we believe mathematics is an important part of pupil's development, from Early Years to Year 6. We intend on delivering a curriculum which:

• Caters for all pupils, taking individual learning needs and starting points into consideration. Our lessons are creative, engaging and collaborative which gives children a range of opportunities to explore mathematics following the Teaching for Mastery approach using Maths No Problem.

• Incorporates a sustained level of challenge through high-quality activities, which focuses on fluency, reasoning and problem solving.

• Allows pupils to become fluent in the fundamentals of mathematics so they can develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

• Recognises that mathematics underpins daily lives, beyond the classroom, and therefore it is vitally important that pupils are successful in each stage of their learning.

• Uses Quality First Teaching to ensure all pupils have the best learning opportunities.

• Allows independent learners to take responsibility of their learning.

• Provides a positive and resilient attitude towards mathematics.

• Allows pupils to reason mathematically by following lines of enquiry through discussion. Pupils can collaborate with their peers and teachers using mathematical language.

• Use resources in every lesson to support understanding and explanation of mathematical processes.

• Provides equal opportunities for pupils to apply their mathematical knowledge to other subjects (cross-curricular links).

Curriculum Implementation

Our Teaching for Mastery approach to mathematics is designed to develop pupil's knowledge and understanding of mathematical concepts from Early Years to the end of Year 6.

At Highters Heath, we follow the National Curriculum and use Maths No Problem as a guide to support teachers with planning and delivery of lessons. Lessons may be personalised to address the individual needs and requirements of a class, but coverage is maintained. We ensure that the children move through the lesson together and ensure all children meet the learning intention within the lesson; so that all children keep up.

To learn mathematics effectively, some aspects must be taught before others, this is planned for using mathematical overviews and medium-term plans.

Pupils are taught through clear modelling and can develop their knowledge and understanding of mathematical concepts. The Teaching for Mastery approach incorporates the use of concrete resources, pictorial representations, and abstract numbers/symbols to help pupils explore and demonstrate mathematical ideas and deepen understanding. The use of sentence stems enables children to talk about their learning mathematically and the correct use of mathematical vocabulary is used and modelled by all staff.

Mastering Number is used in Early Years, Key Stage one and Year 4 and 5. Year 3 and 6 Fact Fluency sessions are planned and delivered to ensure pupils develop a rapid recall of number facts, without using resources to work them out. Pupils in Years 2 – 6 also complete daily times table facts and have access to an online platform in and outside of the classroom (TT Rockstars). This is extremely important to pupils for them to be successful in mathematics in each stage of their lives. There is an increased focus on multiplication recall in preparation for the Multiplication Times Tables Check for Year 4 pupils.

Using Assessment for Learning strategies at Highters Heath, we continuously monitor pupils' progress against expected attainment for their age, making formative assessment notes (where appropriate) and using these to inform our teaching and delivery of subsequent lessons. Summative assessments are completed at the end of each term; these results inform discussions in termly Pupil Attainment Meetings and update our assessment tracker. The main purpose of all assessment is to always ensure we are providing excellent provision for all pupils and inform senior leaders of specific CPD opportunities.

At Highters Heath, we believe that CPD plays a vital role in ensuring our teachers are confident in their subject knowledge to lead mathematical lessons. We use monitoring of lessons to plan training sessions or supportive conversations with colleagues, where we frequently share ideas and strategies that are effective. We take part in training opportunities and regional networking events, such as the NCETM Maths Hub work groups.

Curriculum Impact

When pupils leave Highters Heath, we believe they will have a positive attitude towards mathematics, as an interesting and valuable skill set linked to everyday life. Our pupils will have the confidence to work collaboratively and independently and have a deep understanding of maths around them.

Through discussion and feedback from pupils, they speak enthusiastically about their maths' lessons and speak about how they love learning maths. They are able to apply their learning to different mathematical problems and can represent their thinking.

At the end of each year, we expect pupils to achieve Age Related Expectations (ARE) for their year group. Some pupils will have progressed further and achieved Greater Depth (GD). Pupils with SEND and those with gaps in their understanding receive appropriate support and intervention throughout their time at Highters Heath.