



East Ravendale CE Primary

Maths Intent Statement

Intent

At East Ravendale Primary School, our intent is that pupils:

- Develop mastery of the core skills in mathematics including counting, understanding place value and calculation
- Provide children with opportunities to build their conceptual understanding of Maths
- Develop problem solving strategies that can be applied in not only Maths but across the curriculum
- To inspire in children a positive and enthusiastic attitude to mathematics and an understanding of its place in our world

Implementation

The EYFS Framework and the National Curriculum underpin all mathematics at East Ravendale. To ensure consistent coverage, teachers follow our School curriculum (co-written with external educational consultants) and the School calculation policy. Teaching within EYFS aims for all pupils to leave as confident, competent mathematicians. Daily opportunities for Maths are planned to ensure that firm mathematical foundations are built using concrete resources, quality first teaching and in ways that are engaging for the children. Their teachers, in line with the Early Learning Goals through Development Matters, regularly assesses children in EYFS.

Lessons (Y1-6) themselves are crafted using information collected from pupil's Pre-Assessments and termly summative assessments, with staff utilising daily fluency starters (containing fluency and counting opportunities) to reinforce and consolidate prior learning. We ensure all learning builds upon prior knowledge, with children who grasp concepts rapidly provided with appropriate challenge through rich problem and reasoning opportunities, and those needing further support helped with pre-teaching or additional learning.

Our curriculum builds upon the concrete, pictorial and abstract approach, and by using all 3, pupils are able to develop a rich understanding of mathematics. To aid students' understanding, teachers provide concrete and pictorial resources in all year groups, removing these scaffolds when children become fluent in the learnt area. Relevant mathematical vocabulary is used throughout the lesson and visitors to East Ravendale will see this on our working walls and displays. Problem solving strategies are taught in lessons to all pupils, so that all students of all ability groups have access to abstract reasoning and problem solving, collated from sources such as NRICH, White Rose and the NCETM, with scaffolding in place if needed.

Throughout the Maths lessons, teachers will mark pupils work providing instant verbal or written feedback. This allows misconceptions to be addressed promptly and accurately. Within our curriculum, opportunities for maths are embedded such as drawing graphs in Science or through the sequencing of dates in History. Our approach to mathematics works in line with the latest EEF guidance on Maths in EYFS, KS1 and KS2, as well as the EEF guidance on Teaching Assistants

and the Mathematics Research Review and we regularly moderate ourselves with other schools within and without our Trust.

Impact

We measure the impact of our Maths curriculum at East Ravensdale in a number of ways:

- Summative Assessment taking place at the end of each term to assess Children's knowledge.
- Short 5-10 minute Post-Tests delivered 2 weeks after the topic finished to assess pupils knowledge in a particular area of the National Curriculum (years 1-6)
- Discussions with Staff about Pupils progress and attainment, with specialist support put in place for those who may fall behind. This support can be in the form of additional pre-teaching, homework, or closer teacher support in lessons.
- Leaders monitor the effectiveness of lessons through book looks, lesson observations, learning walks (Termly) and pupil interviews.

We also measure its effectiveness by:

- Ensuring the number of pupils reaching Expected standard in KS1 and 2 is at or above the national percentage in end of year SATS tests.
- Ensuring the number of pupils reaching Greater depth standard in KS1 and 2 is at or above the national percentage in end of year SATS tests.
- Ensuring there will be no significant gaps in the progress of different groups (i.e. SEN, PP, FSM, EAL, Boys and Girls etc.)
- Ensuring all pupils have a positive impression of Maths