

Maths on a Page

Impact: What?

Pupils are intellectually curious, are ready for challenges and are actively engaged in and enjoy lessons.

Workbooks display a clear progression which is clear to both pupils, teachers and parents.

As a result of teacher support, SEND and vulnerable groups feel supported and make good progress.

Implementation: How?

Elicitation and application tasks are used to document the learning journey, skills and knowledge explored throughout the

Core concepts are threaded through sequences, key learning objectives and intentions are highlighted for each unit and shared with the children to enable them to make sense, understand the impact and make connections in their learning.

Sequence specific vocabulary taught explicitly to pupils allows them to offer up well considered ideas which deepen and widen discussion in class.

High ceiling, low entry, open ended tasks encourage discussion and engage pupils.

Teachers have a broad subject knowledge to support and challenge pupils.

Intent: Why?

High quality teaching and learning ensures 90% of pupils achieve the expected level for their age group in mathematics and 40% of pupils achieve Greater Depth.

Learners have opportunities to explore how ideas are linked and are encouraged to make connections. There are opportunities to recognize the relevance of maths in different contexts and gain an understanding of its significance in the modern world through real life problem solving. Chromebooks are used to facilitate and enhance learning.

Children thrive on a high level of challenge and are explicitly encouraged to develop intellectual virtues such as curiosity, resilience, creativity and enthusiasm in the tasks that are planned for them.

In daily planning, opportunities for mathematical reasoning are provided to deepen the understanding of pupils.

Displays support and help to develop independence of pupils, providing access to key vocabulary, manipulatives and prior learning.

Daily fluency practice focused on the rapid recall of number facts provides pupils with equity of access to the Maths curriculum.

Planning ensures all National Curriculum objectives are covered and meets pupils needs at their different stages.

Learning sequences begin with an elicitation task which identifies areas of strength and gaps in learning to support planning. An assessment at the end of a sequence shows progress to pupils and teachers and identifies children who need further support, recap or intervention.

Outcomes at the end of each Key Stage are in line or above national average and progress in Maths is evident.

High ability pupils achieve their best and make the progress of which they are capable.

Children can articulate their knowledge clearly and expertly share what they know and remember with other pupils and teachers.

Children develop a passion for Maths and confidently about their learning and how it connects within C360.

Children are ready and eager for the next stage in their learning journey.

