

# Maths Overview



Intent	Implementation	Impact
<p><b>All children are encouraged to:</b> Know that everyone can and will achieve in Mathematics, regardless of background or additional needs, enjoying the <i>power and wonder</i> of the subject.</p> <p><b>As part of our Maths provision at Westgate, we aim to:</b></p> <ul style="list-style-type: none"> <li>● Foster a <b>positive growth mind-set</b> towards learning Mathematics in all its strands and contexts</li> <li>● Use a Mastery approach which enables all pupils to progress through the curriculum content at the same pace with differentiation and an emphasis on deep knowledge and individual support / intervention.</li> <li>● Ensure that teaching is underpinned by methodical curriculum design with units of work that focus in depth on key topics. Lessons and resources are crafted carefully to simultaneously <b>foster deep conceptual and procedural knowledge</b>.</li> <li>● Implement <b>practice and consolidation</b> as a central part of learning, building fluency, reasoning and problem solving side by side.</li> <li>● Model the use of <b>mathematical language and vocabulary with high expectations</b> of the pupils to communicate with confidence, coherence and accuracy.</li> </ul>	<p><b>As part of this planning process, teachers:</b></p> <ul style="list-style-type: none"> <li>● Plan for whole-class teaching, embedding all the key elements of the mastery approach.</li> <li>● Provide daily / weekly opportunities to recall/re-use skills and facts that underpin all maths learning.</li> <li>● Make provision to teach all pupils the same concepts at the same time, with the appropriate addition of intervention and greater depth exploration.</li> <li>● Embed the school's learning behaviours of <b>Pride, Courage, Teamwork</b> and <b>Resilience</b>.</li> <li>● Use the following 'typical' daily lesson design model: <ul style="list-style-type: none"> <li>○ <b>Share objective/goal</b></li> <li>○ <b>Introduce key vocabulary for the lesson through direct teaching</b></li> <li>○ <b>Explore new concepts with connections made to prior learning</b></li> <li>○ <b>Learning activities shared and modelling through I do, We do, You do and examples of backwards fading.</b></li> <li>○ <b>I do – direct teacher modelling through worked examples</b></li> <li>○ <b>We do – guided collaborative practice</b></li> <li>○ <b>You do – independent student practice through differentiated tasks</b></li> </ul> </li> </ul> <p><b>As part of this assessment process, teachers will:</b></p> <ul style="list-style-type: none"> <li>● Use live marking/feedback as the pupils' work, following the Westgate marking &amp; feedback policy</li> <li>● Note and respond to pupils who need further support to grasp new learning and provide relevant and appropriate intervention as soon as possible, preferably that day.</li> </ul>	<p>Impact is measured by ensuring that children not only acquire the age-related knowledge linked to the maths curriculum, but also skills which equip them to progress from their starting points and within their everyday lives.</p> <p><b>All children will have:</b></p> <ul style="list-style-type: none"> <li>● Progressed and achieved in maths in a way that gives them confidence and further aspiration to continue their learning journey beyond primary school.</li> <li>● An enjoyment and knowledge of Mathematics in a wide-reaching, rich and varied way.</li> <li>● Skills for solving problems by applying mathematics to a variety of situations with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios</li> <li>● The ability to reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.</li> </ul> <p><b>In addition, we measure the impact of our curriculum through the following methods:</b></p> <ul style="list-style-type: none"> <li>● Monitoring and analysis of pupil progress</li> <li>● Pupil discussions about their learning</li> <li>● Termly moderation meetings within and across phases support staff in accurate assessment of both skills and knowledge</li> <li>● Termly assessment using standardised assessments</li> <li>● Termly teacher assessment made based on evidence from formative and summative assessment</li> <li>● End of Key Stage assessments – KS1 and KS2 SATs</li> </ul>

- Provide pupils with the opportunity to work independently for assessment purposes.
- Encourage pupils to develop an awareness of their own achievement and evaluate this at an appropriate level for their age.
- Use end of block assessments to identify gaps in learning which may need to be addressed before moving.
- Use formal end of term tests to assess progress and identify any gaps in learning.
- All assessments are then used to inform future planning.

**The lead will:**

- Support staff with planning and assessment
- Support staff with CPD and training as required