William Stockton Primary School

Maths: Intent, Implementation, Impact Statement

Intent

At William Stockton, our overarching intent for the Maths curriculum is to cultivate confident, independent, and resilient learners who possess a deep understanding of mathematical concepts and can apply their skills in real-life contexts. We aim to instil a love for mathematics, ensuring that all pupils develop the following:

1. **Conceptual Understanding**: Pupils will grasp mathematical concepts, principles, and processes, allowing them to approach problems logically and creatively.
2. **Fluency and Competence**: We strive for all pupils to achieve fluency in basic mathematical skills, enabling them to perform calculations with accuracy and speed.
3. **Problem-Solving Skills**: Our curriculum encourages pupils to think critically and innovatively when solving mathematical problems, both in the classroom and beyond.
4. **Resilience and Growth Mindset**: We foster a growth mindset in our pupils, encouraging them to approach challenges with determination and view mistakes as opportunities for learning.

Through our curriculum, we seek to match the National Curriculum's aims for Mathematics, ensuring progression and a well-rounded education which prepares our pupils for future academic endeavours and life beyond school.

Implementation

To realise our intent, we have chosen to use Power Maths as a scheme, where needed additional sessions are added to extend and support the children's learning. Additionally, our children from EYFS to Y4 access Mastery of Number. Together, they join together to form a comprehensive and coherent Maths programme characterised by the following key components:

High-Quality Teaching

- **Effective Pedagogy**: We utilise a mastery approach to teaching mathematics, promoting deep understanding rather than superficial learning. Lessons are engaging and incorporate a variety of teaching methods, including direct instruction, collaborative learning, and hands-on activities. Concrete, pictoral and abstract problems are solved. Children are encouraged to show their learning in a variety of ways.

- **Metacognitive Strategies:** Staged release questions are used carefully to model how to answer questions. This gives all children the skills to achieve the lesson objectives.
- **Adaptations**: We accommodate diverse learning needs by providing tailored support and challenge to all pupils. This includes targeted interventions for those who require additional support, as well as enrichment opportunities for more able learners.

Curriculum Design

- **Structured Curriculum**: Our Maths curriculum is organised into coherent sequences of learning that build on prior knowledge and skills, ensuring a logical progression. We employ a rich blend of questioning to deepen understanding and encourage critical thinking.
- **Cross-Curricular Links**: Maths is taught in connection with other subjects, enhancing the relevance of mathematical application in everyday life. This approach promotes deeper learning experiences and contextual understanding of mathematical concepts.

Assessment and Feedback

- **Ongoing Assessment**: We employ a range of formative assessment methods, including observations, quizzes, and pupil reflections. These assessments inform our planning and teaching, allowing us to adapt to pupils' needs promptly.
- **Constructive Feedback**: We provide timely and specific feedback to pupils on their work through structured conversations, encouraging them to reflect on their progress and identify areas for improvement. Self-assessment and peer assessment play an integral role in our assessment strategy, empowering pupils to take ownership of their learning.

Community and Parental Engagement

- **Partnerships with Parents**: We actively involve parents in their child's mathematical learning through Stay and Learns. This fosters a positive attitude towards Maths within the family environment.

Impact

The effectiveness of our Maths curriculum is evident through various means:

Academic Achievement

- **High Standards**: A significant proportion of our pupils achieve age-related expectations in Mathematics. We continuously track and monitor pupil progress to ensure that all learners make substantial and sustained progress from their starting points.

- **National Assessments**: Our pupils perform well in national assessments and the proportion of children achieving the expected level for their age has increased over a number of years.

Pupil Engagement and Attitudes

- **Positive Attitudes**: Pupils express a genuine enthusiasm for Maths, demonstrated through high levels of participation in lessons and a willingness to take on challenges.
- **Resilience**: Pupils show increased resilience in tackling mathematical problems, demonstrating a willingness to learn from mistakes and persist in the face of difficulty.

Lifelong Learning

- **Real-World Application**: Pupils can articulate how Maths applies to everyday life and various career paths, empowering them with essential skills for their future.

In summary, our Maths curriculum at William Stockton is designed not only to enhance mathematical knowledge and skills but also to develop independent, confident learners who will succeed in their future educational journeys and beyond. Our commitment to high-quality teaching, and ongoing assessments support the children in making great progress.