

Intent Implementation and Impact Statement

Maths Mastery

2022-23

Pride Passion Partnership Professionalism Positivity



The Bridge London
Hungerford School

At Hungerford Primary School, we are committed to providing our children with a maths curriculum that has a clear intention and impacts positively upon their needs.

Our intent is that all pupils will:

1. Become fluent in the fundamentals of mathematics so that they can develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
2. Be able to explain their understanding using mathematical language.
3. Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
4. Solve problems by applying their mathematics to a variety of problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions. Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas.

We follow the White Rose maths scheme but tailor it to the needs of individual classes. We support our pedagogy and assessment with the use of the NCETM mastery materials. Post Covid we have relied heavily on the DFE Ready to Progress documents to help us focus on the most important knowledge and understanding within each year group. By streamlining our content we aim to fill gaps in understanding due to lost learning thereby ensuring children are as prepared as possible for their next academic year.

Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (Ready to progress document DFE)

Mastery Implementation

Pupils are required to explore maths in depth, using mathematical vocabulary to reason and explain their workings. A wide range of mathematical resources are used and pupils are taught to show their workings in a concrete, pictorial and abstract form wherever suitable. We encourage resilience, adaptability and acceptance that struggle is often a necessary step in learning.

High Expectations and Mastery

All children are expected to succeed and make good progress from their starting points. Assessment for learning is used to address misconceptions so that teaching and planning can be adjusted to meet the needs of the class.

Modelling

Teachers teach the skills needed to succeed in mathematics providing examples of good practice and having high expectations. Stem sentences are used to support understanding.

We intend to create a vocabulary rich environment, where talk for maths is a key learning tool for all pupils. Good modelling is a driver for pupil understanding and develops the confidence of pupils to explain mathematically.

Concrete-Pictorial-Abstract

We believe that children need to build on solid foundations. To support this we ensure that all children have access to concrete resources to explore and deepen their understanding of a concept. We then introduce a variety of pictorial representations which will both support and challenge before moving on to working in an abstract way.

The Teaching of Fluency

We intend for all pupils to become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

Impact

We expect all of our children to have a deeper understanding of mathematical concepts. All children will make good progress by the end of an academic year.