# Colville County Primary School

## Statement of Intent for Mathematics

### Our school vision: We Love, We Laugh, We Learn

Colville School aims to create and enhance a sense of independence, self-confidence and good self-esteem in every pupil. We want the children to feel that their opinions, feelings and talents are valued. We achieve this within a climate of friendly support in which high expectations for academic achievement, good behaviour and caring relationships are made clear.

**Intent** - *Why do we teach this? Why do we teach it in the way we do?*

At Colville Primary School we foster positive 'can do' attitudes and we promote the fact that 'We can all do maths!' We believe all children can achieve in mathematics, and teach for secure and deep understanding of mathematical concepts through manageable steps. We use mistakes and misconceptions as an essential part of learning and provide challenge through rich and sophisticated problems. At our school, the majority of children will be taught the content from their year group only. They will spend time becoming true masters of content, applying and being creative with new knowledge in multiple ways.

**We aim for all pupils to:**

- become **fluent** in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- be able to **solve problems** by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios
- **reason mathematically** by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.
- have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately to be successful in mathematics.

## **Implementation** - *What do we teach? What does this look like?*

Our approach to the teaching of mathematics develops children's ability to work both independently and collaboratively as part of a team. We recognise that in order for pupils to progress to deeper and more complex problems, children need to be confident and fluent across each yearly objective. To ensure children know more and remember more, all maths lessons begin with a brief, daily review of prior knowledge and offer the time to introduce new subject specific vocabulary.

Through each maths lesson, new content is taught through small steps to support children in their learning journey. This progresses into supported and independent practice for children to secure their new skills. Through mathematical talk, children will develop the ability to articulate and discuss their thinking. We strive to ensure that children are taught to become competent mathematicians by embedding the skills and processes necessary to enable children to use and apply their Maths learning in a variety of contexts.

Teachers use questioning to elicit feedback from all pupils to expose and address any misconceptions in learning. Where these misconceptions are seen, they are readdressed through supported practice to enable all children to succeed.

Teachers use a range of tools to support children in knowing more and remembering more in maths. These include working walls, prompts on tables, vocabulary displays and steps to success. Over the course of the year, children will revisit and recall previous learning and identify the gaps in learning.

Planning

1. Long term: National Curriculum. White Rose and Collins Busy Ants – Yearly overview for each year group.
2. Short term: Daily lesson plans, taught generally in 3 parts: Starter, Main teaching and a plenary. (Plenary not necessarily at the end of the lesson it can be incorporated at any point).

Teaching

'Quality first teaching' linked to teaching standards.

1. Know where their children are through the use of concise summative assessment, prior learning and assessment.
2. Understand where their children need to be through a secure understanding of year group expectations and/or pre key stage expectations and incisive, ongoing, formative assessment.
3. Know how they are going to get them there through the use of a range of strategies to promote independence, mastery and high expectations of all children.
4. Effectively deploy adults, specifically during introductions, plenaries and catch up sessions.
5. Plan for progression during and between lessons.

Assessment

Summative – Rising stars NTS (National Test-style Standardised) assessments. Year 1 – Year 6. Taken every term.

Year 6 SATs – Summer term

Year 4 Times tables check – Summer term

Reception baseline assessment – first 6 weeks in Autumn term

Formative / ongoing – feedback and marking during / after lessons.

**Impact** - *What will this look like?*
*By the time children leave our school they will:*

By the end of KS2 we aim for children to be fluent in the fundamentals of mathematics with a conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. They should have the skills to solve problems by applying their mathematics to a variety of situations with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios. Children will be able to reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.