



### Intent, Implementation and Impact in Mathematics

Intent	Implementation	Impact
<ul style="list-style-type: none"> <li>● It is our vision to provide our pupils with a broad range of skills that will enable them to flourish in the real world.</li> <li>● <b>We work hard to provide a rich and varied curriculum to challenge and meet the needs of our children. All pupils are taught mathematics from the Herts Essentials. This follows CPA and consistently builds on prior learning to provide them with strong arithmetic skills that they apply to problem based activities.</b></li> <li>● From EYFS up to KS2 our pupils will build up a body of key foundational knowledge and concepts. Pupils are encouraged to develop a flexible approach with mathematics so that they understand the power of approaching problems in a way that is most suitable to the problem in hand.</li> <li>● We provide our children with wider opportunities in mathematics and make links to other subjects.</li> <li>● Teachers plan and challenge pupils based on the progressive curriculum maps, adapted to our school and our needs.</li> <li>● We monitor our schools progress in Mathematics regularly in line with our mathematics policy.</li> <li>● <b>New and existing members of staff plan and teach maths that follow CPA through Herts Essentials.</b></li> <li>● <b>Pupil voice to ascertain children's perceptions of Mathematics at the school and how they</b></li> </ul>	<ul style="list-style-type: none"> <li>● We maintain a high level of subject knowledge of mathematics in our school by regular training and professional development.</li> <li>● Teachers use assessment for learning to tailor lessons around our children and help us plan for next steps and address misconceptions at the earliest opportunities.</li> <li>● In our school pupils are expected to use correct mathematical terms and explain their thinking using full sentences.</li> <li>● Through effective teaching of mathematics, we develop children's knowledge and key skills across the broader curriculum.</li> <li>● Subject leader attends termly mathematics subject leader cluster meetings to share knowledge and effective practice, and focus for improvement.</li> <li>● With effective subject management we are a well-equipped and resourced school.</li> <li>● Children are provided with regular opportunities to develop strategies for questioning and thinking.</li> <li>● In our school we have a rigorous monitoring process which is kept up to date and works towards our school improvement plan.</li> <li>● <b>New and existing members of staff attend PDM to ensure that Maths teaching and Learning practice is consistent.</b></li> <li>● <b>Pupil voice implemented across a random selection of children across the school.</b></li> <li>● <b>Subject Leader to research and identify greater areas of the Mathematics</b></li> </ul>	<ul style="list-style-type: none"> <li>● Children enjoy and are enthusiastic about mathematics in our school.</li> <li>● There is a clear progression of children's work and teachers' expectations in our school.</li> <li>● <b>In most classes, children's work shows a range of evidence of mathematical reasoning and application across the curriculum.</b></li> <li>● Children increasingly become independent to choose the methods in which they respond to questions, select manipulatives and use pictorials as a way of recording their work.</li> <li>● Pre and post teaching has impacted on our pupils so that misconceptions are addressed at the earliest opportunities and enable the pupils to build on prior learning.</li> <li>● Through assessment and data analysis, identify areas of development and address these in school through CPD if necessary.</li> <li>● Teachers' judgements are moderated internally and externally where appropriate.</li> <li>● Our SLT and governors are kept up to date with developments in the way mathematics is run in our school with subject reports, action plans and review meetings.</li> <li>● <b>Pupil voice to impact the teaching and learning to garner maximum engagement from all pupils.</b></li> <li>● <b>Use of the woodland to actively engage the children's learning and practical application</b></li> </ul>

<p>perceive their own learning, progression and skills - how this applies to them in the real world.</p> <ul style="list-style-type: none"><li>● Going forward: to maximise the use of the woodland area for outdoor mathematical learning.</li></ul>	<p>curriculum that can be implemented outside and in the woodland area.</p>	<p>through C.P.A.</p>
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