



Lovers' Lane Primary and Nursery School



Mathematics Curriculum

Intent, Implementation, Impact Statement

Intent	Implementation	Impact
<p>At Lovers' Lane Primary, it is our intention that every pupil, irrelevant of needs, acquires the mathematical skills to carry out efficient mental, use written calculations and solve real life problems.</p> <p>We will deliver a curriculum, which is accessible to all through use of manipulatives, visual representations and a focus on key vocabulary to help children both understand and explain concepts. We ensure children recognise the importance of Maths in the wider world and that they can use their mathematical skills and knowledge in their lives and different contexts. We intend for our pupils to be able to apply their knowledge to science and other subjects.</p> <p>We want all children to enjoy Mathematics and to experience success in the subject, with the ability to reason mathematically.</p>	<p>Mathematics is an important part of our curriculum and daily lessons.</p> <p>Planning: Each unit of work is planned in accordance with the national curriculum objectives, using White Rose termly plans. Currently, lessons are planned using the White Rose schemes of learning, which recap on potential loss of learning during the 2020 school closures. These will be adapted using constant formative assessment and alongside the DFE Ready to progress criteria. Within planning, key vocabulary for each lesson and stem sentences / generalisations are considered.</p> <p>Mathematics in EYFS Maths is one of the seven areas of the early years foundation stage and is used to develop a pupil's confidence and ability with number and their understanding of shape, space and measures. This is achieved through a diet of:</p> <ul style="list-style-type: none"> • adult-led whole class sessions • adult-led small group activities • planned and purposeful play <p>Mathematics in KS1 In KS1 there are daily maths lessons which comprise:</p> <ul style="list-style-type: none"> • an opportunity to recap on previous learning (White Rose Flashback 4) • Whole class counting activities within the daily routine • Guided practice – giving the children chance to work collaboratively on short activities before looking at strategies as a class. • Independent / small group activities – children apply what they have learnt during the guided practice. • Prior to each topic children complete a 'chilly challenge' test to assess prior knowledge and inform planning. 	<p>Attainment in mathematics is measured consistently throughout the year, through formative assessment. In addition, at the three assessment checkpoints, progress is tracked, using the PUMA, Testbase end of year assessments or in Y2 and Y6, old SATs assessments.</p> <p>For pupils working below their year group expectation, 'Power Statements' are used to identify and close gaps. In mathematics, the power statements are taken from the DFE Ready to progress criteria. For those pupils who have yet to access the Year 1 statements, pre-keystage statements are used.</p> <p>Termly assessments are used to track overall progress, but also to identify gaps in different topics. Pupil progress meetings consider the mathematical gaps of any pupil not working at the expected level and how best to ensure rapid progress and close gaps.</p> <p>End of Key Stage mathematics:</p>

Show Respect, Work Together, Aspire, Nurture



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	<p>Mathematics in KS2</p> <p>In KS2 there are daily maths lessons which comprise:</p> <ul style="list-style-type: none">• an opportunity to recap on previous learning (White Rose Flashback 4) at the start of each maths lesson.• Daily opportunity to practice the rapid recall of multiplication / division facts.• Guided practice – giving the children chance to work collaboratively on short activities before looking at strategies as a class.• Independent / small group activities – children apply what they have learnt during the guided practice.• An afternoon consolidation session – ‘Ten in ten’ – which consolidates fluency skills.• Prior to each topic children complete a ‘chilly challenge’ test to assess prior knowledge and inform planning. During the topic, children correct answers as they acquire the knowledge in lessons.	<p>Data from statutory assessments for Y2, Y4 and Y6 is analysed to identify focus areas and assess impact of teaching.</p> <p>Pupil voice: Response to different writing sequences is noted to help inform future teaching.</p>
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