



Overview of Maths Intent and Implementation at Reepham Primary School

Intent

We believe that mathematics at Reepham Primary School should be fun, engaging, and meaningful. Children learn using a concrete, pictorial, abstract approach which provides children with the opportunity to depth of understanding across mathematical concepts. We use and celebrate 'marvellous' mistakes and misconceptions which form an essential part of learning and provide challenge for all. Our curriculum is designed to equip pupils with the confidence to apply methods taught to build fluency, problem solving and reasoning skills. This will ensure our pupils are prepared for the mathematics they will encounter in everyday life.

Implementation

We use the White Rose curriculum with supporting resources including NCETM and NRICH. At RPS, children have a 1-hour daily maths lesson, and we endeavour to incorporate maths through cross-curricular links where possible. KS1 and EYFS complete a daily 10-minute session of NCETM Mastering Number to continue to develop a firm understanding of number sense.

Teachers follow the medium-term planning of the White Rose small steps and National Curriculum 2014 objectives, with adaptations to suit the needs of the children in their class. Teachers also make adaptations to their long-term plan, where appropriate, for their cohort and year group. The curriculum is carefully sequenced to ensure that mathematical knowledge and skills build systematically. New content and objectives are divided into small manageable steps and opportunities are given for reasoning and problem-solving activities in all lessons.

We are aware of the importance of key concepts to consolidate and embed learning, therefore the cumulative nature of White Rose allows us to revisit concepts throughout the year and as the children progress throughout the school. Teachers will also plan in daily starters and morning work designed to revisit previous learned knowledge, concepts, and procedures. Prior learning is assessed to ensure that planning is adapted to meet the needs of the pupils before a unit of work begins.

Teachers incorporate daily assessment throughout the lesson through AFL strategies to identify gaps in pupil's mathematical knowledge. Opportunities to address misconceptions or reinforce learning are given as needed throughout and at the end of a topic. Teachers will also plan pre-teaching opportunities to support with prior learning to create a scaffold before beginning their new learning. Assessments are completed at the end of each unit, alongside an Autumn and Summer term formative assessment. Teachers will complete their assessment document at the end of each unit to identify any children who have not met the objectives taught. These can be revisited later in the year, or by the next teacher to inform planning.

Across RPS we adhere to the Synergy Calculation Policy which outlines a clear progression of strategies using the CPA approach to be taught with an accompanying vocabulary that is taught explicitly in lessons and which will be displayed on working walls to support children's learning.

My Maths and White Rose 1-minute maths are online programs that the children are encouraged to use at home to complete homework. They enable to children the opportunity to practise their math skills at home and continue to revisit prior learning.

We encourage maths at home by completing an annual 'maths scavenger hunt' where the children look for maths in the real world. Parents are invited to maths café's where they can interact in activities that they can also take home to support their children further. We also hold a Number Day where children are immersed in number, and practical maths activities. We welcome to parents to experience this with the children.

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 developed the skills to solve problems, including in unfamiliar contexts and to model real-life situations. Children should be able to reason mathematically by following a line of enquiry and presenting justification and proof using mathematical vocabulary.

We use White Rose Maths resources across the school to ensure high quality coverage and teaching.



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