



**St. Paul's  
C.E. Primary School**  
Together on life's great adventure

## Mathematics Intent, Implementation and Impact

*'Through the love of God, we protect our school community. Together we trust, hope, persevere and flourish on life's great adventures.'*

*"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers"*

**-Shakuntala Devi**

## **Maths- Intent**

At St. Paul's C.E Primary School, our intent is to provide an outstanding maths education that equips all our pupils with the knowledge and skills to flourish into confident mathematicians. We aim to develop a deep understanding of mathematical concepts, promote problem-solving skills, and foster a positive attitude towards maths, while instilling our school core values. Our curriculum is carefully designed to ensure progression, enable real-life application, and support all learners, including those with diverse needs. We believe all children can achieve in mathematics and teach for secure and deep understanding of concepts through fluency, reasoning and problem solving. Where possible, we try to make our maths 'real maths', making our learning and experiences relevant to everyday life. We strive to instil a love for maths and nurture curiosity, encouraging our pupils to explore and investigate the subject independently so they will be equipped with the skills, knowledge and understanding ready for their next step on life's great adventure.

## **Maths - Implementation**

- Our curriculum is frequently reviewed to ensure that it is current and effective and teachers are supported and aided in their teaching of mathematics through appropriate high quality CPD ensuring confidence in the skills and knowledge that they are required to teach.
- We continually strive to build upon the excellent understanding of the expectations of the curriculum that our staff have. We achieve this through regular quality CPD which is provided through the subject leader, external courses, collaborative lesson study and an annual support package from a teaching and learning consultant for mathematics.
- Curriculum maps are based on the White Rose yearly overviews which set the curriculum out in blocks enabling children to get to grips with different areas of maths through extended periods of time, however these are adapted through our teacher judgement to ensure the needs of all our learners are met. Alongside the White Rose materials, we use many other resources to ensure that our offer is rich and varied.
- EYFS start with singing and working with concrete manipulatives. There are significant links made to everyday life and can be seen through play.
- Through Key Stage 1 and 2 we teach maths using the following mathematical journey:
  - Fluency (learn the skill)
  - Varied Fluency (apply the skill using different representations)
  - Reasoning and Problem Solving (application of the skills to real-life scenarios)
- Pre and post unit assessments are used where appropriate along with termly assessments which help teachers to gather an understanding of their pupil's existing and developing knowledge and skills.
- In KS1 there is still a large emphasis on concrete manipulatives, connections to everyday life, repetition and consolidation of basic number skills that can be applied to calculations.
- In KS2 calculations are secured and Times tables are consolidated to the 12 times table by Year 4 who prepare for the MTC.
- Teachers also implement the schools agreed calculation policies for progression in written and mental calculations.
- Correct mathematical vocabulary is used by all teachers, displayed in the classroom and explained to children who are then encouraged to use it independently when talking about maths.

- Timetabled interventions for maths are in place for children with SEND; all other children receive regular group support as part of their maths lessons with further support for individuals or small groups where a need is identified.
- KS1 and KS2 use PiXL assessments, alongside national testing, to show progress and identify areas for targeting. Using detailed PiXL QLAs, teachers are able to create bespoke therapy groups, targeting key marginal children and aiding rapid catch up.

### **Maths- Impact**

The impact of our mathematics curriculum is that children have a love of mathematics and understand the relevance and importance of what they are learning in relation to real world concepts. Children know that maths is a vital life skill that they will rely on in many areas of their daily life.

*We want the child of St. Paul's to leave us as confident and resilient problem solvers, equipped with the language and skills to enable them to be successful.*