



Maths Intent, Implementation, Impact

Subject Lead: J. Lauderdale

Intent

- Maths leader has a clear oversight of the Maths curriculum coverage and ensures that the curriculum meets national requirements. The Maths leader ensure that all teachers are aware of expectations for their own year groups and know starting and end points; enable pupils to build their knowledge and skills towards the agreed end points;
 - The leader is fully aware of the progression across year groups, which has been shared with all teaching staff, and sequential planning; they have thought about what end points the curriculum is building towards, what pupils will be able to know and do at those end points. This includes considering how the intended curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills;
 - The Maths leader ensures the content is taught in a logical progression, following the national curriculum, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills
 - Maths lead has ensured colleagues have access to appropriate concrete and teaching resources to ensure delivery of a rich and challenging curriculum.
- . Maths schemes are used to support learning in school: EYFS and Year 1 use Power Maths and Years 2-6 use White Rose Maths premium resources. These are supplemented with other rich resources.
- , Daily Core Maths sessions are held to improve key skills: arithmetic, reasoning and problem solving and times tables knowledge

Implementation

- Through rigorous monitoring of the subject, the Maths leader is confident that teaching within the subject is strong and promotes the acquisition of key knowledge, building on prior learning; through observations, work scrutiny and pupil discussions
- The Maths leader ensures they provide appropriate CPD (especially with regards to the White Rose mastery curriculum), provide up to date messages from the LA - leading professional development, providing guidance and support to colleagues;
- The Maths leader will oversee assessment and hold teachers to account;
- The Maths leader ensures they are making best use of financial and human resources to impact on standards;

- Through work with the school council, the subject lead ensures the subject is promoted;
- The subject leader, alongside the support of the LA will continually review the schemes of work and the other long-term planning

Impact

- Through close monitoring, the effectiveness of teaching has a positive impact on learning and standards;
- The Maths lead has an evidence file showing first-hand evidence of how pupils are doing, drawing together evidence from the interviews, observations, work scrutinies and documentary review
- The Maths lead has successfully evaluated and summarised all aspects of the subject to define next steps for improvement from their action plan.

How we support SEN

Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

We are committed to :

- An inclusive curriculum enabling all children to experience a full and rich school life.
- A school environment with diversity at its heart, celebrating difference and achievement.
- Acceptance and tolerance underpin every level of core and wider curriculum.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our SEND policy and information report.