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# CPSWV Maths Statement

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## Intent

We are passionate about the developments children make in mathematics. We believe that, through Maths, children will develop skills essential for life. We will provide opportunities for children to use their initiative during Enterprise week so that they can apply the skills they have learnt in more 'real-life' situations. We aim for children to develop fluency through the National Curriculum by using a range of concrete, pictorial and abstract models. These will be revisited, at increased skill level, as they progress through the key stages. Reasoning and problem solving will be taught and practised alongside fluency, in order for children to make links and become, increasingly, more abstract in their thinking and approach. We see concrete, pictorial and abstract as a cyclic process and not linear, which means children in all age groups will have access to these models as they require them.

We want our children to be confident Mathematicians so that in the 'real world' they can have a wider range of opportunities open for them. We believe Maths is vital for children to succeed in life and all staff model excitement and positivity around the teaching of Maths.

## Implementation

Maths is delivered in a discrete lesson daily and opportunities for cross-curricular links within other subjects are planned for. Throughout a week of Maths lessons we aim to include a range of revisiting previous skills, direct teaching of a new skill, modelling, guided work and independent application. We would expect this to be delivered using a range of concrete, pictorial and abstract methods, dependent on the individual needs of the children. We follow the National Curriculum using White Rose to support our teaching of this in Mixed age classes and have a long-term plan to be taught across the year groups. We provide challenge and support through adaptation of numbers given to children to work with, the resources they use and through open-ended investigation work. We have planned in Enterprise weeks, aim to use Maths in other areas of the curriculum such as Science and Geography, STEM activities and through transition work with the local high schools in year 6.

Please see this link to a lesson structure for Maths [Lesson Structure](#)

## Impact

All our teachers assess impact daily through assessment for learning questions, working alongside children to determine their understanding and through daily revisiting of previous skills. Our assessment for learning practises may include daily quizzes, brain dumps where we give the children a number or a statement and they have to record everything they can possibly think of to go with that, ping-pong activities where the children answer a question and ping another one to someone else, loop cards, hit the button, team games, treasure hunts etc.... We also have formal assessments termly, which are assessment papers from PIXL or previous SATs papers in year 6. These allow us to break down the children's knowledge and recall of all the topics taught and allow us to see which topics children are finding most difficult to recall. We then plan to address those gaps. Teachers will adapt planning based on their assessment for learning in order to either support or challenge groups of children at their point of understanding. We will also monitor how much Maths is being applied across the curriculum.

Our aim for our children is that they enjoy Maths, embrace mistakes as a way of furthering their learning and understand the importance of Maths in the wider world.