

Intent	Research Link	Implementation	Impact	Next Steps
<p>Intention: Our intent for Mathematics is to teach a rich, balanced and progressive curriculum using Maths to reason, problem solve and develop fluent conceptual understanding in each area.</p> <p>Our curriculum allows children to better make sense of the world around them relating the pattern between mathematics and everyday life.</p> <p>Children will develop skills in being articulate and will be able to verbally, pictorially and in written form reason well.</p>	<p>Bruner</p> <p>HfL</p> <p>Bruner, J. & Kenny, H. (1965) Representation and mathematics learning. Monographs for the Society for Research in Child Development, 30 (1) 50-9</p> <p>Bruner, J. (1966) Toward a Theory of Instruction, New York, WW Norton.</p> <p>Bruner, J. (1986) Actual Minds, Possible worlds Cambridge Mass. Harvard University press.</p> <p>Bruner, J. (1990) Acts of Meaning Cambridge Mass.</p>	<p>Subject expertise allows the intentions of our mathematics curriculum to be executed successfully.</p> <p>CPD is important in maths and all staff are being encouraged to raise any issues they have within mathematics in order to ensure everyone is confident in what they teach. I personally completed a two-day mathematics course, whilst our Y3 and Y4 teachers attended a meeting with our maths advisor, who also led a staff meeting on the Herts for Learning planning and how to use it.</p> <p>Good practice is always shared between staff and all CPD is used to inform teaching and learning across school. I have led several staff meetings for professional development, the latest having been in February 2020.</p> <p>Resources and equipment are audited and in the process of being updated. All staff had opportunity to submit orders to me and these were fulfilled – our maths cupboard also holds many whole-school resources. Our resources allow us to better use models and images to support learning in each area. Children will be familiar with these and able to access them independently where needed also supporting learning in different contexts.</p> <p>Staff have several materials to refer to for short-term planning but we do follow the HfL plans. Teachers also implement the schools agreed calculations policy for progression in written and</p>	<p>The impact of our mathematics curriculum is that children understand the relevance of what they are learning in relation to real world concepts. We have fostered an environment where Maths is fun and it is OK to be ‘wrong’ because the journey to finding an answer is most important.</p> <p>Our children have a growth mindset and they make measurable progression against their own targets. Our maths books show a range of activities evidencing fluency, reasoning and problem solving.</p> <p>Children will ‘have a go’ and choose the equipment they need to help them to learn along with the strategies they think are best suited to each problem, as shown by the teacher. Children are beginning to develop skills in being articulate and are able to verbally, pictorially and in written form reason well.</p>	<p>Order all resources</p> <p>Review, revisit and amend policies (if necessary)</p> <p>Teach staff how to teach TTs</p> <p>Roll out resource use across school</p> <p>Ensure teachers are making ‘real-life’ links to learning, where appropriate</p>

	<p>Harvard University press.</p> <p>Wood, D. & O'Malley, C. (1996) 'Collaborative learning between peers: an overview' Educational Psychology in Practice, 11 (4), 4-9</p> <p>Wood, D. (1998) 'How children think and learn', Oxford, Blackwell.</p>	<p>mental calculations.</p> <p>Formative assessment is incredibly important at St. Catherine's where we focus on challenge questions, analysis of learning, extension work, mini plenaries and discussion with peers. There is coherent progression seen in planning within each unit and activities in EYFS develop knowledge and skills of key learning.</p>	<p>Mathematics in our school is enhanced by our individual class working walls designed to aid children through each topic, through our TT Rockstars and also in our collaboration with external organisations such as Julie Kemp and Herts Essential Maths.</p> <p>Children are given opportunity to reason and solve problems regularly; learning is varied and allows for deep and secure understanding. Both greater depth and struggling learners are given small group, 1-2-1 and/or timetabled intervention in order to ensure every child is reaching their full mathematical potential.</p> <p>Parents are informed of and encouraged to be involved in our school mathematics implementation through Home Learning, TT Rockstars, parents' evenings and yearly reports. Teachers are also all available for parents to speak</p>	
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