

INTENT	
<b>Alignment</b>	Our Early Years programme for Reception is based on a stage approach. This means we can match a child's next steps and new learning carefully to their prior knowledge. There are 9 stages altogether, covering the expected mathematical steps from birth to mastery of the ELGs.. Our curriculum is built from the National Curriculum for mathematics and is built around substantive knowledge mapped into ten strands.
<b>End Points</b>	Children will become fluent mathematicians and demonstrate their understanding thus leading to them achieving well. Children will acquire core mathematical facts, an understanding of concepts and strategies that they are able to apply successfully and efficiently when solving problems. Children can apply efficient and accurate mathematical methods when faced with more complex calculations or unfamiliar problems.
<b>Sequencing</b>	To support pupils to 'make rich connections across mathematical ideas', the content of the curriculum for each year group is broken down into annual units, which develop specific mathematical behaviours alongside age-appropriate knowledge and skills. Disciplinary knowledge, including vocabulary, is mapped into this programme, driven by the substantive knowledge hierarchy, to expose pupils to the conventions, practices and habits of mathematics as a subject discipline.
<b>Social Disadvantage</b>	A key principle of our teaching is about the belief that every child can engage with the curriculum for their year group, unless they have a significant special educational need. Pre-teaching and interventions are in place to ensure that all children can engage with the key learning. The structure of the curriculum is designed to ensure that all children can keep up with the pace of learning.
<b>Local Context</b>	We want all children to become fluent mathematicians through ensuring they acquire core mathematical facts, an understanding of concepts and strategies that they are able to apply successfully and efficiently when solving problems.

IMPLEMENTATION	
<b>Pedagogical Approaches</b>	Maths objectives are delivered as Key Learning Points, which are broken down steps taken from the overarching end-of-year objectives. In order for children to become fluent mathematicians, opportunities to practice and develop their recall of key facts through the use of daily maths meetings are provided. Schemes of Learning and accompanying slides are produced to support teachers in the delivery of the units of work.
<b>Teachers' Expert Knowledge</b>	The Maths Leaders support all teachers and deliver regular CPD. The units of work provide teachers with exemplification for maths objectives and ensures that all pupils are able to progress to deeper and more complex problems whilst also being confident with fluency and problem solving.
<b>Promoting Discussion and Understanding</b>	Discussion and effective questioning by the teacher is key to allowing pupils to recall new knowledge. It will also help them make links between new material and prior learning. Through the use of formative assessment each lesson, information can be recalled by the children from their long-term memory.
<b>Knowing and Remembering More</b>	Each lesson begins by reviewing prior learning from previous lessons and units ready for their development in the new one. Opportunities for recall of procedural knowledge and key facts are included in Maths Meetings.
<b>Teacher Assessment</b>	Formative assessment is essential to ensure that all children are not only learning new concepts, but remembering and applying previous knowledge and skills. Effective questioning plays a fundamental role in checking for understanding and ensuring misconceptions are quickly addressed as does marking and feedback during or between lessons.

IMPACT	
<b>Approach to Assessment</b>	Formative assessment is used in each lesson to identify and address gaps and misconceptions. It is used in every lesson to recall learning from previous years. One-hit feedback and Live marking take place to ensure that these misconceptions are addressed in a timely fashion. Standardised maths assessments are used at the end of the year to provide standardised scores.
<b>Performance Data</b>	In the EYFS, we monitor progress using the non statutory guidance Development Matters and at the end of the foundation stage we assess against the Early Learning Goals. Data is published for maths at the end of KS1 and KS2. The school tracks progress towards these to ensure children are on target for national expectations. Teachers assess children based on both formative and summative assessment.
<b>Pupils' Work</b>	We have high expectations of all children in terms of the quality and presentation of their work, which we believe leads to a sense of pride, linking with our school values. Children demonstrate that they are fluent and then prove their understanding through independently justifying, reasoning and convincing. Children are able to demonstrate their understanding in a variety of ways.
<b>Talking to Pupils</b>	The subject leader talks to pupils about their learning as part of the monitoring process. Children's books are used to guide discussions and provide the subject leader with the information required to identify the key knowledge, facts, concepts and strategies taught have been remembered and understood. The subject leader will also ask the children about what they have learnt in their current year and previous years, to see if subject matter has been embedded into the children's long-term memory and links have been established.