

Mathematics Intent White Hall Academy

	White Hall Academy Values	Be Kind		Be Safe		Be Responsible	
Mathematics intentions	Our Vision	<p><b>We want all children in School to be able:</b></p> <ul style="list-style-type: none"> <li>To be proficient within Mathematics</li> <li>To succeed and enjoy Mathematics</li> <li>To have a positive attitude towards Mathematics</li> <li>To demonstrate resilience and a growth mindset towards Mathematics</li> <li>To use mathematics within real life concepts.</li> </ul>		<p><b>Through a focus for learning on:</b></p> <ul style="list-style-type: none"> <li>Acquiring strong sense of number</li> <li>To reason, problem solve and recall key facts</li> <li>To work fluently and accurately</li> <li>To use metacognition to reflect on and improve</li> </ul>		<p><b>With measurable outcomes:</b></p> <ul style="list-style-type: none"> <li>SATS</li> <li>Achieving and exceeding National expectations</li> <li>In depth pursuit of interests and passions</li> <li>Attendance</li> </ul>	
	We will provide	<p><b>Successful and aspirational learning.</b></p> <ul style="list-style-type: none"> <li>Daily Maths lessons</li> <li>Weekly Maths meetings</li> <li>Weekly 'RAP' (reasoning, arithmetic, problem solving) lesson to teach pupils the skills to solve deeper mathematical problems</li> <li>Mathematical opportunities in wider curriculum lessons</li> <li>Mathematical provision that actively engages all pupils and offers a sense of fulfilment, enjoyment and challenge.</li> <li>Personalised learning through scaffolding that gives enjoyable opportunities for creativity and problem solving.</li> <li>Active learning in which there are rich opportunities for learning outside the classroom.</li> <li>A resource rich environment that reflects the needs of the pupils and adults.</li> <li>Explicit teaching of Mathematical vocabulary</li> <li>Access to online applications to support in school learning – e.g. TTRS</li> </ul>		<p><b>A curriculum that is responsive to a changing world.</b></p> <ul style="list-style-type: none"> <li>A strong focus on the individual.</li> <li>A positive, physical and emotional learning environment which is safe and nurturing.</li> <li>An engaging, interactive and fun mathematics curriculum that promotes a love for Maths.</li> </ul>		<p><b>A supportive environment in which children are open to new experiences and feel able to take risks and celebrate mistakes as learning opportunities.</b></p> <ul style="list-style-type: none"> <li>Support for all members of the community in the continuing skills for life development in order to make a positive contribution locally.</li> <li>A highly inclusive environment where every member of the school community is able to access learning and support.</li> <li>A strong collaborative ethos within and between the staff, pupils and the wider community which manifests itself in team work, partnerships and learning with and from each other.</li> </ul>	
Implementation	Our teaching intentions:	Purpose of the learning is made explicit leading to outcomes	Modelling	Questioning	Scaffolding	Continuous formative assessment	Moderation of assessments and judgements
	Daily Maths lessons	<p>Maths lessons are planned and sequenced carefully through the use of White Rose to ensure children are taught concepts and procedures that build on knowledge and skills systematically each year. Maths lessons allow children to make connections between declarative, procedural and conditional knowledge. Maths lessons begin with a daily 'do now' which enable children to revisit previous learning to embed knowledge into their long-term memory. Relevant mathematical vocabulary is taught in each lesson to equip children with the mathematical language they need. New material is taught in manageable steps which ensures that pupils have sufficient understanding and an unconscious competence in prerequisite Maths knowledge and procedures necessary to proceed in set tasks. Teachers model new procedures using a range of resources and approaches to enable understanding for all. All Maths lessons allow pupils the opportunity to practise and apply knowledge. Planning incorporates assessment that identifies when all pupils have gained the intended unconscious competence in knowledge concepts and procedures before moving on to more complex materials. Once a week a RAP lesson will be taught where pupils will have the opportunity to apply their arithmetic work to answer a range of reasoning and problem-solving questions.</p>					
	Maths meetings	<p>Maths meetings are taught a minimum of twice a week. Maths meetings give opportunities for children to revisit previously learned concepts knowledge and skills to ensure it is deeply embedded in memory for rapid accurate recall to apply knowledge to more complex concepts. Maths meetings also act as an opportunity to pre-teach new concepts to enable children to have the greatest success within lessons.</p>					

<b>IMPACT</b>	Our curriculum has an ambition for high achievement of all pupils irrespective of background and starting point. This achievement is represented in three key areas.	<b>IMPACT 1: Standards</b> Children make progress and attain in line with or between than national expectations. They are given opportunities to achieve the greater depth standard. Assessment documents show that knowledge and skills are embedded throughout the curriculum.	<b>IMPACT 2: We aim for Success</b> Children are independent, confident and successful learners, demonstrating our vision and values; making the right choices for their learning.	<b>IMPACT 3: Personal Development</b> Children demonstrate mindfulness and metacognition in their learning and in their behaviour in and around school. Children learn to make the right choices for their personal safety. The choices children make benefit the school and local community.
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<b>EVALUATION</b>	We regularly review how well our curriculum goals enable achievement.	<b>High Quality Outcomes</b> <ul style="list-style-type: none"> <li>Has the learning journey led to a purposeful outcome?</li> <li>Do children have ownership of the outcomes?</li> <li>Do the pupils experience a taste of the best that has already been achieved?</li> <li>Are there relevant contexts for high quality outcomes for English and Maths?</li> <li>Are teaching expectations high enough?</li> <li>Are there clear assessment criteria?</li> <li>Are pupils challenged to think and to evaluate their learning?</li> <li>Is assessment purposeful, efficient and used to shape future learning?</li> </ul> <i>We evaluate through monitoring, book study, data analysis and project outcomes.</i>	<b>Curriculum Content is Responsive and Relevant</b> <ul style="list-style-type: none"> <li>Are pupils able to connect local, national and global contexts for learning?</li> <li>Do children experience enjoyment in their learning?</li> <li>Do teachers respond to educational research?</li> <li>Are the rich resources within the local community and environment being maximised?</li> <li>Are tasks adapted to reflect current affairs and technological and environmental changes?</li> <li>Is AfL responsive and effective?</li> </ul> <i>We evaluate through monitoring planning, pupil perception, evaluations and book study.</i>	<b>Achievement for all</b> <ul style="list-style-type: none"> <li>At point of learning, is the curriculum sufficiently challenging and appropriate for each child?</li> <li>Are there opportunities to develop a deeper understanding of the learning values?</li> <li>Are there high expectations for all?</li> <li>Does the work of the children show that tasks are rich?</li> </ul> <i>We evaluate through curriculum outcomes, book study, pupil perception and assessment.</i>	<b>Embedding Knowledge and Skills</b> <ul style="list-style-type: none"> <li>Do children have opportunities to solve problems and undertake learning at a deeper level?</li> <li>Do children have the opportunity to build on their knowledge and skills throughout the school?</li> <li>Are knowledge and skills carefully planned in the curriculum projects?</li> <li>Are there coherent links within projects that increasingly challenge and embed K&amp;S?</li> <li>Do children have opportunities to embed their knowledge and skills in the curriculum?</li> <li>What knowledge and skills have pupils gained against expectations?</li> <li>Is each NC subject given integrity and taught systemically through each Key Stage?</li> </ul> <i>We evaluate through Curriculum Assessment.</i>	<b>Being part of a Family and a Community</b> <ul style="list-style-type: none"> <li>Does the curriculum engage pupils to be part of a family of learners?</li> <li>Do children share their learning with others?</li> <li>Do children learn from others?</li> <li>Are our school learning values explicitly taught in our lessons and prepare them for future lives – whatever they may be?</li> <li>Do pupils engage with local community, national and global issues?</li> <li>Are pupils able to relate their values and experience to British Values?</li> </ul> <i>We evaluate through book study, pupil perception, lesson observations and curriculum evaluations.</i>
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A Maths lesson includes...

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DO NOW	<p><b>A 10-minute task to begin our Maths lessons.</b></p> <p><b>Recaps previously taught skills and gives opportunity to move learning into our long-term memory.</b></p>
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INPUT	<p><b>A concept will be introduced alongside relevant vocabulary.</b></p> <p><b>Children will have the opportunity to practise a concept, for example: talk tasks, practical representations, pictorial representations, exploring concepts, answering questions, articulating their learning.</b></p> <p><b>Teachers will be formatively assessing children to see which area of learning children are working within.</b></p>
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INDEPENDENT ACTIVITY	<p><b>Children will have an opportunity to apply the concept either independently, paired or in small groups.</b></p> <p><b>Work will be scaffolded to allow most children to access the same work. Where appropriate, children will pick their own questions giving children ownership over their Maths learning.</b></p> <p><b>Resources will be provided and available for children to independently access to support their learning.</b></p> <p><b>Where appropriate children will mark their own work.</b></p>
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