



## Mathematics

At Eastington Primary School, we endeavour to promote the development of the whole child. Together, we strive for children to be independent, life-long learners who are kind, cooperative, resilient, responsible and ambitious in all they do.

Our school values underpin our broad and balanced curriculum. We aim for children to enjoy and engage in the wide range of learning opportunities provided, resulting in confident, well-rounded individuals who are ready for their next steps.

Relationships amongst all members of our school family are highly valued and we have kindness at the heart of our school. We aim to develop children who care for themselves, each other and the wider world and encourage everyone to be the best they can be.

### **Aiming high together to be:**

- Kind - show respect and care
- Cooperative - work well together
- Resilient - keep trying
- Responsible - reflect and learn
- Ambitious - challenge yourself

### **Intent**

At Eastington Primary, we want every child to have a good grasp of numerical facts and a solid understanding in how to utilise those facts enabling them to reason and solve problems. From their first steps recognising and writing digits in reception up to complex algebra in year six, we intend to provide all our children with a curriculum based on variation, mastery and depth.

Being equipped with this secure level of knowledge as they leave Eastington Primary prepares them for their continuing journey in mathematics at secondary school and in their lives beyond. Having a deep understanding of mathematics opens many doors for pupils in its application across other subjects, thus broadening their horizons.

All we seek to do is inspire generations of ambitious mathematicians who can recall essential facts, apply them with resilience to any situation that may come their way and gain pleasure from investigating and playing with numbers.

### **Implementation**

Coverage of curriculum objectives is ensured through the use of the White Rose Hub's schemes of learning for mixed age groups. Whilst these set out the year's work, teachers remain reflective and spend more or less time on objectives as needed.

All pupils partake in one daily mathematics lesson, one daily mental mathematics session and receive intervention as and when required if additional needs are identified. Varied manipulatives are provided throughout the school, particularly for younger children as they make the journey from concrete to pictorial to abstract.

The needs of all children are met through the planning and delivery of this subject. This is carried out in a variety of ways, such as: differentiation through outcome/task, adult support, adapted tasks/materials and pre-teaching of skills and vocabulary if necessary.

Opportunities are planned within each area of mathematics for children to reason, engage in conversation and solve problems, both independently and through co-operation with others. Work is provided in such a way to facilitate practice and allow children to be ambitious. This enables all children to progress and deepen their understanding at an individualised rate, whilst building their resilience and desire to further their skills.



## **Impact**

The impact of our mathematics teaching can be seen in many ways, but primarily through daily interactions with pupils and in their books. It is evidenced through their increasing speed and confidence in the recall of facts and their ability to explain their thinking and reason - both verbally and in writing.

We would expect to see positive change in our pupils' attitudes in lessons, observing children who are becoming more ambitious, resilient and responsible in their learning.

Formal tracking, using Insight, and assessments, using Rising Stars, will support these observations and allow impact to be tracked numerically: these are undertaken three times a year. Data is analysed by teachers and subject leaders to identify impact, strengths and areas for development.

To ensure consistent, quality first teaching at Eastington Primary, we constantly monitor the impact of our teaching and use any information gained through impact-tracking at a pupil level to improve outcomes, raise standards for all and further contribute to each generation of future mathematicians.