Mathematics

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 an ambitious 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 pictoral to abstract.

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.

The needs of all children are met through planning and delivery of subject-specific skills. This is carried out in a variety of ways such as: differentiation through outcome or task, adult support, adapted tasks or materials and pre-teaching of skills and vocabulary where necessary. On some occasions, skills, knowledge and understanding may be adapted to make learning accessible for all, whilst at the same time ensuring challenge.

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 positivity in our pupils' attitudes in lessons, as well as observing children who are becoming more ambitious, resilient and taking responsibility for their learning.

Observations of children's grasp of curriculum objectives are recorded on Insight, and termly assessments, using White Rose Hub assessments, support these observations and allow numerical tracking. Data is analysed by teachers and subject leaders to track the impact of teaching/interventions, strengths and areas for development.

We aim to celebrate children's achievements in this subject in a variety of ways. This could include displays, celebration assemblies, sharing on school website, peer evaluation and whole class discussions. This not only supports pupils' self-esteem and motivation but raises the profile of the subject throughout the school community.

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.