**Implementation**

Maths Coverage

⦁To ensure full topic coverage, the school uses White Rose Maths planning, a whole school primary maths curriculum that creates continuity and progression in the teaching of mathematics in small, manageable steps.

⦁Children should complete short pre-learning tasks before a subject/concept is taught to ensure progress is being made on each child’s maths journey.

⦁Although the children are taught at broadly the same pace, lessons can be personalised and can be differentiated to ensure there is appropriate challenge for all learners (even those that are less secure than their classmates).

⦁Daily maths lessons should include varied fluency, reasoning and problem solving.

⦁Concrete manipulatives and pictorial representations should be used until the children have conceptual understanding and to make links across topics

⦁Pictorial representations will still feature in reasoning and problem-solving tasks

⦁Children are individually assessed and rewarded for rapid recall of number bonds (KS1) and times tables (Years 2-6).

⦁In order to enhance individual children’s maths skills, we use Times Table Rock Stars for multiplication practise and consolidation

Assessment

We use both formative and summative assessment and use this to inform our planning and to ensure that we are providing excellent provision for every child.

**Intent**

When teaching mathematics at Rockcliffe, we intend to provide a curriculum which caters for the needs of all individuals that will arm them with the necessary skills they will need to be successful at secondary school and beyond.

At Rockcliffe CE School, our intent is that all children will:

⦁Become fluent in the fundamentals of mathematics through varied and frequent practice

⦁To build upon children’s knowledge and understanding throughout the school

⦁Develop conceptual understanding and the ability to recall and apply knowledge rapidly.

⦁Develop resilience that enables all children to reason and problem solve with increased confidence

⦁Be able to apply their fluency to tasks that involve mastery

⦁Be able to use enquiry, generalisations, conjecture, and mathematical vocabulary to provide justification or proof during reasoning activities

⦁Confidently be able to problem-solve by applying their mathematics to a variety of increasingly complex problems.

⦁To provide reasoning and problem-solving to make rich connections across different units of mathematical work

⦁To find opportunities for children to apply their mathematical knowledge to other subjects including Science, Geography and History

**Impact**

Pupil Voice

⦁The children will show confidence in their own abilities and develop enthusiasm for Maths lessons.

⦁Children will be able to articulate their understanding of maths confidently and accurately.

Evidence in knowledge

⦁The children will have an understanding of how, and why, Maths is used in the world and in the workplace.

⦁The children will be able to apply mathematical skills in different contexts and across the curriculum.

Evidence in skills

⦁Children speak using the correct mathematical vocabulary in lessons.

⦁The children show pride in their understanding of the work

⦁The children will develop the ability to make connections

Outcomes

⦁Most children will achieve ARE by the end of the year.

⦁Some children will progress further and achieve greater depth.

⦁Those children with gaps will have well targeted support and interventions