



Freegrounds Infant School– Intent, Implementation and Impact

Maths



Intent

The National Curriculum for Maths aims to ensure that all children become fluent in the fundamentals of maths, are able to reason mathematically and can solve problems by applying their mathematical skills. At Freegrounds Infant School, we aspire to embed these skills throughout our maths curriculum. Mathematics is an integral part of everyday life and with this in mind we endeavour to ensure that children master the maths curriculum whilst also developing a positive and enthusiastic attitude towards mathematics that will stay with them. We believe it is important to equip our pupils with a range of strategies to enable them to explain, reason and problem solve resiliently. By providing rich mathematical learning environments and opportunities and through the use of a broad range of resources, representations and technologies, children will be able to explore mathematics, make links in their learning and applying problems to real life contexts.

Implementation

At Freegrounds Infant School, we have adopted the Hampshire Phased Model for the teaching and learning of skills and knowledge in Mathematics. This enables pupils to make links between domains and to revisit and build on concepts during each Milestone. The CPA approach is used to enable the children to develop fluency, problem solving and reasoning skills. In EYFS, daily Maths lessons are planned to introduce, explore or extend a concept with children then applying their knowledge in Discovery Time through continuous and enhanced provision. Adults engage in high quality interactions with the children, challenging their thinking, adding scaffolds and moving their learning forward. Assessments of the children in maths are used to identify understanding and to inform next steps. In Key Stage 1, Mathematics is taught both as a discrete subject and as part of integrated project work with opportunities for children to apply and develop mathematical knowledge through role-play and real life contexts. Flexible grouping in maths enables children to receive personalised learning and to move at a pace appropriate to their understanding. At the start of each unit of work the class teacher will carry out an initial assessment to identify what pupils are already able to achieve in the subject and what they need to learn next. From this assessment, the teacher will plan the learning experiences for the next day, ensuring that small group inputs target the needs of learners and offer effective modelling through the 'I do, we do, you do' approach. Throughout the lesson, teachers will give verbal feedback and assess the children's understanding, offering extra scaffolds or challenge as appropriate.

Impact

The impact and measure of our curriculum is to ensure that children at Freegrounds Infant School are confident mathematicians who are fluent in the fundamentals of maths, are able to reason mathematically and can solve problems by applying their mathematical skills. We strive for children to develop positive attitudes to their maths learning and confidence in their understanding. As leaders and practitioners we evaluate the impact of our curriculum by assessing what children know and can do. This is how we identify the children's next steps in learning so that we can further develop our curriculum and respond to learners' needs. We are reflective practitioners who work as a team to identify next steps within the year group and to action this accordingly or carry out further CPD. Consequently, children will be ready for the curriculum at Key Stage 2 and have developed the knowledge, skills and attributes they need to succeed at school and in the wider world.