



Faith is all around us.

We have to have faith in ourselves in order to be the best that we can be.

We are a small school, with big hearts and together we beat as one.

## **Maths – Intent, Implementation and Impact Statement**

### **Intent**

It is our intent at Wistow School to teach a rich, balanced and progressive curriculum that allows pupils to reason, problem solve and develop fluency in each area. We aim for our pupils to make strong connections between maths and their everyday life, ensuring they are learning adaptable skills they can apply outside of the curriculum.

We believe that success in maths for every child is possible and have high expectations of all of our children. Using the Mastery approach to learning allows us to create opportunities for all children to develop a secure, broad understanding of concepts and a belief that they can and will succeed. At Wistow School, we deliver a curriculum that will:

- Allow children to learn new skills year on year and build on those skills as they progress throughout school
- Inspire learning through embedding the key principles of maths in all lessons for all children
- Be aspirational and build on their attainment and understanding through each phase
- Be inclusive – scaffolding learning so all pupils can access a full and broad curriculum and suitably challenge and extend
- Encourage children to be self-motivated, independent, critical and resilient by being fluent in basic skills needed
- Create a learning environment where mistakes are encouraged and are part of our personal development
- Challenge pupils to apply skills across a range of contexts

### **Implementation**

Because we believe all children can achieve aspirational goals at Wistow School, we have developed the mastery approach using the White Rose Scheme of Work.

We recognise the value of making a coherent, progressive journey through the Early Years Foundation Stage and the National Curriculum and each year group

follow long and medium term plans where small steps build a solid foundation of deep mathematical understanding. Formative assessment in part of every lesson and unit of work and appropriate revisions are made by class teachers to ensure all lessons are tailored to meet the needs of all learners. Whilst we ensure that the majority of our pupils will move through the curriculum at broadly the same pace, individuals will be scaffolded to support progress or challenged further by being offered opportunities to apply their understanding at a deeper level.

Teachers will take all opportunities to revise learning and offer further, timely interventions to ensure all children progress through their units of learning at broadly the same pace.

As we teach using the Mastery model, each lesson will be structured to ensure children are immersed in fluency, reasoning and problems solving in each small step. Lessons will contain opportunities for children to be inquisitive, looking for and making connections and questioning strategies and making predictions. Maths at Wistow School will allow for a range of learning styles to be catered for. Our units of work will encourage collaboration, critical thinking and pattern finding.

### Impact

The impact of our curriculum is that children will learn and secure the key skills required to access all areas of mathematics, whilst making real connections to real world concepts. Children at Wistow School will have a positive view of maths and a belief that success in maths is for all. Our curriculum is designed to build independence by encouraging children to look for links and ask questions through reasoning and problem solving at all levels. Children at Wistow School will be resilient mathematicians, who understand the importance of making mistakes and learning from misconceptions. Our pupils will take pride in their maths work and celebrate their achievements.