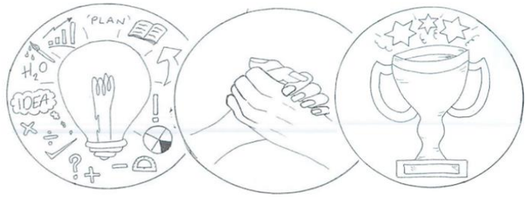
Maths – Intent, Implementation and Outcomes.



I can. (Intent.) 	We can. (Implementation.) 	Stokesay can. (Outcomes.) 
Our aim of teaching mathematics at our school is to ensure that all children become fluent in the fundamentals of mathematics and can then apply these to real life situations. This includes quick recall of number bonds and times tables through varied and frequent practice with conceptual understanding. All children are taught to develop efficient strategies for mental and written calculations which is clearly outlined within our school calculation policy. Mathematics is important in everyday life and, with this is mind, the purpose of Mathematics at Stokesay Primary School is to develop an ability to solve problems, to reason, to think logically and to work systematically and accurately. All children are challenged to show **Determination** and encouraged to excel in Maths. New mathematical concepts are introduced using a 'Concrete, Pictorial and Abstract' approach; enabling all children to experience hands-on learning when discovering new mathematical strands and allows them to have clear conceptual models and images to aid their understanding. Arithmetic and basic math skills are practised daily to ensure key mathematical concepts are embedded and children can	At Stokesay Primary, we recognise that for children to progress to deeper and more complex problems, children need to be confident and fluent across each yearly objective. Basic Maths skills are taught daily. Focusing on key mathematical skills including place value, the four operations and fractions. Across the school we use Hamilton Trust as the spine for our medium-term planning. This ensures full curriculum coverage and a clear teaching sequence for every strand. As a mixed-age setting, Hamilton supports teachers in mapping out exactly which objectives must be taught for each year group, and when, so nothing is missed. New mathematical concepts are taught through the Concrete–Pictorial–Abstract (CPA) approach, which is set out in our school calculation policy and applies to all key stages. Teachers begin with concrete resources to secure understanding, move into pictorial models to deepen thinking, and finally introduce abstract methods once pupils are ready. This keeps learning accessible while building strong, secure foundations. Basic maths skills — including number bonds, times tables and core fluency — are practised daily so children can recall	Through moderation of planning, lessons and books, we can be sure that engaged children progress in all year groups through challenging stimulus. Formative assessment takes place daily and teachers adjust planning accordingly to meet the needs of their class. Teachers discus learning with pupils who, in turn, can all talk about Maths and their learning and the links between Mathematical topics daily. Summative assessment takes place at the end of each term with children's progress and attainment tracked and monitored to ensure all children make good progress. If progress is not being made, support is immediate, and steps provided to ensure all children achieve and make progress. **SEND** Maths is a fully inclusive subject at Stokesay and we are committed to the Special Educational Needs and Disability Code of Practice. Wherever possible, the curriculum is not narrowed for pupils, with the hope that through clear differentiation or targeted support and scaffolding, pupils will be able to work towards age-appropriate learning goals, regardless of the nature of their additional need.

recall this information to see the links between topics in math. Through the subject of Maths we promote our school values; **Teamwork**, **Honesty**, **Respect**, **Determination**, **Community** and **Responsibility**.	and apply them confidently. Teachers use ongoing assessment to adapt tasks and support pupils who need extra practice, while enabling others to move into reasoning and problem-solving when they are ready. As a mixed age school, we use these plans to ensure that all objectives are covered for each year group and that we are planning to deepen children's understanding and **Respect** for maths. Our maths curriculum follows the key strands from the National Curriculum – Number and place value, the four calculations, fractions, decimals and percentages, measurement, geometry (position and direction and shape), and statistics. **UKS2** additionally learn algebra. We plan for pupils to move on from early methods when they are secure, progressing to more formal and efficient strategies that build on prior understanding and allow them to tackle increasingly challenging problems whilst also providing them with the **Responsibility** of choosing their own challenges.	