



Brookhurst Primary School

Maths Intent Statement

01 July 2020

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Approved : Ms A Stanton

Staff Name	Last Open	Signature Date
Mr M Hughes	Not Yet	Not Yet
Ms A Stanton	27-09-2017	16-10-2020
Mrs S Uddin	23-11-2017	12-10-2020
Mrs K Whipp	01-03-2018	01-03-2018
Mrs L Wythe	26-09-2017	10-07-2020
Emma Hugill	05-12-2017	30-10-2020
James Fullbrook	25-09-2018	10-07-2020
Lauren Brough	18-01-2020	20-09-2020
Lucy Hartwright	03-02-2019	10-07-2020
Georgia Morris	09-02-2021	09-02-2021
Anna Archer	14-07-2020	14-07-2020
Becky Gunthorpe	Not Yet	Not Yet
Gill Howell	Not Yet	Not Yet
Alex Oldham	18-09-2020	18-09-2020
Stephanie Beamish	Not Yet	Not Yet
Claire Honey	Not Yet	Not Yet
Charlotte Lidgard	19-04-2021	19-04-2021
Verity Maclean	Not Yet	Not Yet
Olivia Whatcott	Not Yet	Not Yet
Amy Sexton	Not Yet	Not Yet
Mrs E Moon	13-04-2021	13-04-2021
Mrs C Clarke	25-11-2017	25-11-2017
Mrs T Henderson	18-09-2017	03-09-2020
Ms F Hughes	Not Yet	Not Yet
Mrs R Jones	22-11-2017	10-07-2020
Mrs G Lindsay	Not Yet	Not Yet
Mrs T Taylor	28-11-2017	17-12-2020
Mrs K Waterfield	22-11-2017	10-07-2020
Mrs J Weston	29-11-2020	29-11-2020
Chair of Full Governing Body	Not Yet	Not Yet
Gina Reynolds	31-01-2018	31-01-2018
Chrissy Wales	Not Yet	Not Yet
Richard Cargill	Not Yet	Not Yet
Stella Newman	24-07-2020	31-08-2020
Sioban Mulherin	21-04-2020	04-01-2021
Cathryn Clarke	Not Yet	Not Yet
Sofia Gryparis	Not Yet	Not Yet
Teresa Henderson	Not Yet	Not Yet
Christine Wales	Not Yet	Not Yet
Siobhan Mulherin	Not Yet	Not Yet
Elisabeth Ingham	Not Yet	Not Yet

Jonathan Turton	Not Yet	Not Yet
Robert Nash	Not Yet	Not Yet
Julie Byrne	Not Yet	Not Yet
Billy Jarvis	Not Yet	Not Yet
Rachel Chowanietz	Not Yet	Not Yet

Maths

Intent

The 2014 National Curriculum for mathematics aims to ensure that all children:

- Become fluent in the fundamentals of Mathematics
- Are able to reason mathematically
- Can solve problems by applying their Mathematics

Brookhurst provides a high-quality mathematics education that builds a foundation for understanding the world and provides children with the ability to use their mathematical skills and knowledge confidently in their lives in a range of different contexts. We aim to develop independent problem solvers who take risks in their learning who challenge themselves and experience success in mathematics whilst harnessing a sense of enjoyment and curiosity about the subject.

As subject leaders we strive to adopt and construct a curriculum that is ambitious and aspirational; designed to give all learners and groups of learners, including the most disadvantaged and those with SEND and higher levels of needs, the knowledge and cultural capital they need to succeed in their future lives.

We continually strive to make adaptations and reasonable adjustments to enable all our pupils to access our school curriculum and we aim to provide a range of enhancement opportunities to engage all children in their learning.

We recognise that all pupils are entitled to a quality of provision that will enable them to achieve their full academic and personal potential.

We firmly believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and where all children are exposed to new experiences and knowledge through a varied curriculum regardless of barriers to learning.

Implementation

At Brookhurst, mathematics planning is based on the National Curriculum mathematics programmes of study, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

The main aim of all lessons is to develop children's knowledge, understanding and skills, applying these to a variety of contexts. We focus not only on the mathematical methods but also focus on mathematical vocabulary. We aim for each child to be confident in each yearly objective and develop their ability to use this knowledge to develop a greater depth understanding to solve varied fluency problems as well as problem solving and reasoning questions.

Children are taught mathematics for approximately 1 hour daily, in mixed ability classes. Lessons include a clear learning intention, clear success criteria alongside a balance of oral work and mental calculation work, teaching input and pupil activities. Plenaries will be used throughout the session to assess progress and develop children's thinking. Support is determined during each lesson to ensure secure understanding based on the needs of the child.

We employ a variety of teaching styles and opportunities for children to learn and develop their mathematical skills and competencies, both individually and collaboratively. Each lesson plans for fluency, mastery, problem solving, reasoning and a use of active maths.

We use a range of textbooks and online resources throughout the school to ensure a curriculum that is specific to each child's learning needs. Staff also refer to the Calculation Policy when teaching formal methods, understanding that sometimes children find their own efficient methods along the way.

Each week a Times Tables focus is planned through the '6 or 3 minute club' to give children the opportunity to practise and improve their rapid recall skills with facts up to 12x12. Children enjoy the weekly challenge and strive to improve their score each week.

Multiplication tables check

From the 2019/20 academic year onwards, schools in England will be required to administer an online multiplication tables check (MTC) to year 4 pupils. The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided. To support the children with their multiplication practice we use 'PiXL Times Tables App' and 'Mathletics' as online and fun learning platforms which also offer resources to be used in the classroom.

Parental Engagement

Parental engagement is at the heart of our school. We are using the Leading Parent Partnership Award (LPPA) to help strengthen our school's partnership with parents. Children in Years 1 to 6 are assigned homework activities using the homework resource 'Maths with Parents', which aims to raise achievement by enhancing pupil engagement and parental support with children's learning. We further consolidate mathematical knowledge by providing a variation of challenge and consolidation activities.

Impact

We have fostered an environment where mathematics is fun and it is OK to be 'wrong' because the journey to finding an answer is most important. Our children have a growth mindset and are resilient towards problem solving and reasoning.

- ❖ All pupils, regardless of their abilities, will be able to succeed in all mathematics lessons because of the level of support they will receive
- ❖ Pupils will demonstrate a quick recall of facts and procedures
- ❖ Pupils will demonstrate a flexibility and fluidity to move between different contexts and representations of mathematics
- ❖ Pupils will have an ability to recognise relationships and make connections in mathematics
- ❖ Pupils will have an understanding of a wide range of mathematical vocabulary
- ❖ Pupils will leave Brookhurst being able to effectively apply mathematical knowledge they have been taught
- ❖ The % of pupils working at ARE within each year group will be at least in line with national averages.
- ❖ The % of pupils working at Greater Depth within each year group will be at least in line with national averages
- ❖ There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)