Intent	Implementation	Impact
For our children to develop a 'can do' attitude and perceive themselves as young mathematicians. To develop positive attitudes and a fascination and excitement of discovery through the teaching and learning of mathematical concepts. Develop conceptual understanding and the ability to recall and apply knowledge rapidly. To reason and problem solve by applying mathematics to a variety of increasingly complex problems. To broaden our children's knowledge and understanding of how mathematics is used in the wider world. For our children to use and understand mathematical language and recognise its importance as a language for communication and thinking. For our children to be introduced to new concepts using a concrete, pictorial and abstract approach; enabling all children to experience hands-on learning.	Teachers reinforce an expectation that all children are capable of achieving high standards in Mathematics The children will have access to a variety of appropriate resources and methods to help them learn and we acknowledge that we don't all learn in the same way. Implement White Rose scheme of work from Year 1-6 and Master the Curriculum in EYFS to improve the quality and consistency of our maths teaching. Regular and ongoing formative assessment informs teaching, as well as intervention, to support and enable the success of each child; White Rose Mathematics Hub tests are available to use by teachers in all year groups from 1 – 6. Progress is discussed at termly 'Pupil Progress Meetings' and focus children are indicated. Statutory assessments are made at the end of each key stage. In EYFS attainment is recorded using photographs and observational notes. Progress is recorded in each child's Learning Journey (Reception) and the next steps to be taken are identified. Progress is monitored termly. Statutory assessments are made on entry and on exit of the FS. Maths lessons throughout school include fluency, reasoning and problem solving. Concrete manipulatives and pictorial representations are used to support conceptual understanding so that children can apply the skills they have learned in a range of 'real-life' and problem-solving contexts, as well as in other subjects across the curriculum. Teachers carefully plan which methods, resources and apparatus are best-suited to teach, model or reinforce the mathematical learning in each lesson. Indoor and outdoor learning opportunities. A range of ICT software to support the teaching of specific concepts including Mathletics and TT Rockstars both of which can be used at home. For Mathletics, we encourage our children to achieve a certificate each week which is awarded when the child achieves 1,000 points. These build up so for every 5 Bronze certificates, the child is awarded a Silver and for every 5 Silvers, a Gold is awarded. Each certificate achieved is praised in our weekly whole-school assembly and each Golden Mathlete has their picture added to our 'Golden Mathlete Wall'. TT Rockstars is used throughout KS2 with regular 'Battle of the Bands' taking place where different classes complete against each other and the winners announced in the whole school assembly.	A love of maths is apparent across the school through children engaging in maths challenges, ICT software and applying maths knowledge to a range of scenarios. Children can confidently talk about maths and their learning and the links between mathematical concepts. Children can independently use a range of mathematical resources to support their learning. Children are able to independently apply their knowledge to a range of increasingly complex problems. Children are reasoning with increased confidence and accuracy. Well planned sequences of learning support children to develop and refine their maths skills. The impact of 'mastery' and the emphasis on accurate use of mathematical language is evident during class/pupil discussions.