

ASAT Maths Intent, Implementation and Impact

Increasing percentage of pupils on track in Maths.

An increasing number of children 'exceeding expectations' in Maths.

A curriculum that supports the children in developing their collaborative and independent skills.

Regular and ongoing summative and formative assessment that informs teaching, as well as targeted intervention, to support and enable the success of each child.

Impact

Implementation

Informal assessment is thorough and on-going with staff quick to identify and address gaps in learning. Children in Key stage I and 2 sit formal assessment tests 3 times a year

Intent

- Ensure our children have access to a high maths curriculum that is both challenging and enjoyable.
- Provide our children with a variety of mathematical opportunities, which will enable them to make the connections in learning needed to enjoy greater depth in
- Ensure children are confident mathematicians who are not afraid to take risks.
- Fully develop independent learners with inquisitive minds who have secure mathematical foundations and an interest in self-improvement.
- Equip children for their transition to Secondary School

Daily lessons are taught in 3 parts: starter, main & plenary and incorporate the Teaching Cycle (Teach, Practice, Apply and Review/Assess).

Short term planning is supported by the use of the White Rose Maths Hub materials/ PA maths materials/NCETM and Nrich.

Children in Key Stage I and 2 also have daily 'Mastery' sessions x 4 per week, this is identified or weekly plans and enables the children to revisit previously taught curriculum

> In Key Stage I and 2 Friday Math's sessions focus on number skills. half-termly and supports the skills taught in class.

An ethos of 'Challenge for identification of gaps in learning preconceptions by ensuring that all children experience challenge and success in Mathematics growth mindset.

Math's homework is set

Support staff Support staff are supported by a series of short 'how to'/'curriculum update' films produced by the Math's subject lead.

Times Tables are taught explicitly and are supported by Times Tables Rockstars. Children in KS2 practise their tables skills daily in KS2 but times tables are also taught explicitly.

3. Know how they are going to get them there' through the use of a range of strategies to promote independence, mastery and high expectations of ALL. 4. Effectively deploy adults, specifically during introductions,

> for pre-teach and post-teach 5. Plan for progression during and between lessons.

plenaries & catch-up sessions, also

Feaching -'Quality first teaching'

linked to teaching standards:

All teachers

I. 'Know where their children are'

through the use of concise summative assessment, prior

learning, assessment, maths talk

2. Understand where their

children need to be' through a

secure understanding of year group

expectations and/or pre key stage

expectations and incisive, ongoing,

formative and summative

assessment. New teachers have the opportunity to be inducted by the

Maths subject lead.

All' and quick addresses these by developing a

Thorough teaching of the 'basics' (key instant recall facts) to ensure no child is left behind.