

Maths – 3I's Statement 2024-2025

Intent	Implementation	Impact
- Mathematics is important in everyday life. With this in mind, the purpose of Mathematics at Haydon Abbey School is to support the development of a love of learning and knowledge of the world around them. Children of all abilities, especially those who are disadvantaged and with special educational needs, will learn to solve problems, to reason, to think logically and to work systematically and accurately. - We have high expectations that all children will succeed and become numerate through our excellent and consistent provision of mathematics from EYFS to Year 6, preparing the children for the challenges of the next stage, whilst accommodating for gaps in their prior understanding. - We will prioritise physical and mental well-being so that our children are ready to learn and are ready to become fluent mathematicians who are problem solvers and have the ability to reason mathematically. This will be fostered through our six core values: cooperation, respect, honesty, well-being, kindness and resilience. - Our children will understand that maths is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy in most forms of employment and in future life. - By designing an ambitious, rich, engaging and experimental curriculum which will meet the needs of all children no matter what their starting point, children will explore different mathematical concepts and relate these to everyday life. - We have high expectations that all children will succeed and make progress, in many cases accelerated progress, so that they	- Maths is taught daily. The primary mathematics skills (Number and Place Value, Number Facts, the 4 Operations, Fractions and Geometry), as outlined in the Government's Ready-to-Progress Document 2020, are recapped and extended throughout the school year. Teachers will have expert knowledge of their curriculum and will be able to design a systematic curriculum that builds upon prior knowledge. - Teachers will follow the Haydon Abbey Medium Term Overview, which is based upon the White Rose Small Steps. Teachers will use the White Rose Scheme of Learning and accompanying resources to plan, develop and teach effective lessons. However, the White Rose material should be adapted alongside wider Maths resources to address the specific needs of the children in their class. - Times tables and rapid recall remain a priority and children are expected to practise these skills daily alongside their use of Times Table Rockstars at home. - A sound arithmetic knowledge is at the heart of our curriculum and key skills (including the four written methods) will be revisited daily through the 4 in 4. Misconceptions will be addressed continuously. - Teachers will plan lessons which use a Concrete, Pictorial and Abstract approach to guide children through their understanding of mathematical processes and build on prior understanding. Teachers will model the use of practical resources to all children and all children will have access to these resources throughout lessons. - Teachers will embed and deepen understanding of taught strategies through application of an explicit success criteria and repeated modelling. All children will begin independent tasks from the same starting point and	As a result of our Maths teaching at Haydon Abbey you will see: - Engaged children who enjoy their learning and are all challenged throughout every part of the lesson. - Confident children who can all talk about Maths, their learning and make connections to everyday life so that they are equipped for the next stage of their education and succeed in life. - Children that use specific mathematical language confidently and accurately to explain their learning, knowledge and understanding. - Lessons that use a variety of resources to support all learning and children of all abilities, particularly those who are disadvantaged and have special educational needs. - All children approaching a range of mathematical representations and concepts. - All children will make progress so that they will know more, remember more and are able to do more. - Learning is tracked and monitored to ensure all children make good progress and, where need is identified, support is provided through interventions, scaffolding and discussions. - Children taking ownership of their learning and produce work of a high quality, challenging themselves to the appropriate level.

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continue to engage positively with mathematics and apply it fluently both in their learning and everyday lives.	thinking will be develop through conceptual variation and deepening cards. All children will be given opportunities to explore and unpick these variations. • All children will particiapte in teacher-led modelling and the building of a step-by-step success criteria each lesson and children will have continuous opportunities to showcase their understanding prior to independent work so that misconceptions can be addressed. Immediate maths marking will develop the children's independence in maths learning but also allow teachers to identify the children who may need more support to achieve the intended outcome and those who are ready for greater stretch and challenge. • Teachers have a sound understanding of the 3I's and are supported to develop their pedagogy through CPD, Learning Looks and shared practise. This will ensure that lessons are kept child focused and enjoyable, whilst covering the broad curriculum.	
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