



**Intent, Implementation and Impact of our Maths Curriculum at The Bishops' C of E Learning Academy**

<p><b>Intent</b></p> <p><i>What is the intention for pupils' mathematical learning at The Bishops'?</i></p>	<p><b>Implementation</b></p> <p><i>How will we achieve what we intend to?</i></p>	<p><b>Impact</b></p> <p><i>What will the impact of this be? What do we want to achieve?</i></p>
<ul style="list-style-type: none"> <li>• All pupils enjoy Maths lessons</li> <li>• Pupils recognise that Maths is important and useful beyond the classroom</li> <li>• Pupils develop a growth mindset towards their learning</li> <li>• Pupils make use of class resources independently</li> <li>• Pupils 'master' their mathematical understanding and can see relationships between numbers and concepts e.g. if I know <math>4+5=9</math>, I also know <math>40+50=90</math>... etc</li> </ul>	<ul style="list-style-type: none"> <li>• Daily sessions which focus specifically on fluency / times tables</li> <li>• Power Maths is used daily from Year 1 – Year 6; ensuring National Curriculum coverage and progression</li> <li>• Continuous provision and an objective led approach in EY's targets gaps in learning</li> <li>• Consistency throughout the school in terms of vocabulary, representation / structure and methods (CPA approach)</li> <li>• Children's understanding and ability to reason and problem solve is challenged using a Mastery approach</li> <li>• Opportunities to apply Mathematical thinking and skills to real life and cross-curricular contexts in foundation subjects</li> <li>• Maths resources available to children throughout the day</li> <li>• Immediate, daily intervention to 'keep up' rather than 'catch up'</li> <li>• On-going formative / teacher assessment</li> <li>• End of unit assessments</li> <li>• Termly summative assessments</li> <li>• Regular pupil progress meetings to discuss attainment and progress in cohorts</li> <li>• Lowest 20% of children in each class identified and monitored closely</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils apply mathematical skills to learning and experiences beyond the Maths lesson</li> <li>• Pupils can articulate their learning independently and with confidence</li> <li>• Pupils show courage, resilience and independence in their learning by challenging themselves further (growth mindset)</li> <li>• Children know which concrete manipulatives or pictorial representations can help them to solve problems</li> <li>• Attainment for pupils achieving Good Level of Development in EY's is line or above national</li> <li>• Attainment for pupils in KS1 achieving ARE and GD is line or above national</li> <li>• Attainment for pupils in KS2 achieving ARE and GD is line or above national</li> <li>• Percentage of pupils making expected or accelerated progress is in line or above national</li> </ul>