The Pebblebed Hub of the Jubilee with Pebblebed Federation

Subject Intent Statement for Mathematics

Our Vision

I have come to you that you will have life and have it to the full
John 10:10

Intent

Mathematics is an important creative discipline that helps us to understand and change the world. We want all pupils of Pebblebed Hub within the Jubilee with Pebblebed Federation to experience the beauty, power and enjoyment of mathematics and develop a sense of curiosity about the subject with clear understanding. At Pebblebed Hub we foster positive, 'can do' attitudes and we promote the fact that 'We can all do maths!' We believe all children can achieve in mathematics, and teach for secure and deep understanding of mathematical concepts through the use of The Hamilton Trust Scheme, which promotes whole progression through manageable steps. We use mistakes and misconceptions as an essential part of learning and can provide challenge through rich and sophisticated problems.

We aim for all pupils to:

- become **fluent** in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- be able to **solve problems** by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios.
- **reason mathematically** by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.
- have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately to be successful in maths.

Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves and live life in all its fullness. We teach the National Curriculum using Hamilton Trust Scheme, which supports a clear skills and knowledge progression across the school. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

Maths lessons begin with a mental /oral starter which will rehearse a prerequisite skill for the main lesson, or practise an element of number bond fluency. Aspirational lessons are planned with all children working towards the same age-related National Curriculum Objectives or prior learning objectives in mixed age classes, as set out by the Hamilton Trust. Support is given through pre-teach sessions, adult guided work or by encouraging children to independently choose and seek their own manipulative relevant to the problem in hand. Misconceptions are addressed within lessons or as a follow up intervention as soon after as possible.

Challenge will be visible through the rich variety of Hamilton problem solving activities and investigations, offering opportunities for children to investigate using their knowledge and skills that have been practised and secured through procedural fluency.

We believe that all children learn at different rates and in different ways. To become true masters of content, applying and being creative with new knowledge in multiple ways, some children may need longer access to resources to support their learning, or pre teach opportunities. As well as summative assessment we use continual formative assessment to plan children's next steps on their personal learning journey.

Intended Impact

By the end of KS2 we aim for children to be fluent in the fundamentals of mathematics with a conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. They should have the skills to solve problems by applying their mathematics to a variety of situations with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios. Children will be able to reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.