

## What does Maths look like at Pennington?

<h3>Intent</h3>	<h3>Implementation</h3>
<p>Maths in our school will:</p> <ul style="list-style-type: none"><li>- Fulfil EYFS and National Curriculum requirements</li><li>- Develop transferable knowledge, skills and understanding of Maths discretely and in the wider curriculum</li><li>- Be consistent and offer challenge to all children</li><li>- Show clear progression to pupils, staff and parents</li><li>- Be flexible and responsive to the needs of all learners</li><li>- Include practice of skills and opportunities for application of reasoning and problem solving</li><li>- Celebrate progress and children will know how to move on their next steps</li><li>- Allow children to gain a deep, conceptual Maths understanding and build on this over time</li><li>- Prepare children for life beyond Pennington and provide them with the skills to thrive</li><li>- Be assessed weekly and termly using the Big Maths scheme and PUMA Assessments</li></ul>	<p>We implement this by:</p> <ul style="list-style-type: none"><li>- Careful, progressive planning across school ensuring that the EYFS and national curriculum objectives and requirements are met</li><li>- Ensuring English and Maths underpin the curriculum and application across the wider curriculum provides opportunities for mastery and deeper learning</li><li>- Committed staff members applying a consistent approach to the teaching of Maths using Big Maths whilst also having the flexibility to use other Mastery materials to enhance teaching and learning</li><li>- Class teachers having a thorough knowledge of the children in their class so that their planning and teaching is responsive to the needs of that class and gaps are filled when discovered</li><li>- Promoting, practicing and developing independence and team-work alongside high expectations and pride in our work</li><li>- Supporting and encouraging regular CPD opportunities for staff</li><li>- Deploying support staff effectively</li></ul>
<h3>Impact</h3> <p>The impact of the above has been:</p> <ul style="list-style-type: none"><li>- The subject leader and SLT have a clear whole school picture from Scholarpack judgements, PUMA assessments alongside gap analysis and Big Maths tests to prioritise and plan for improvement, ensuring all children make at least good progress</li><li>- Pupils whose progress slows is detected quickly and appropriate support/ intervention is provided. Regular monitoring of the impact provides information and data which will be responded to ensure continuing progress</li><li>- All children make expected or better progress in Maths</li></ul>	 <p>Pennington CofE Primary School</p>

