Intent, Implementation and Impact of Mathematics at Hatch Ride

At Hatch Ride, we recognise mathematics as essential to everyday life, science, technology, engineering, financial literacy, and future employment. Our teaching provides a strong foundation for understanding the world, developing mathematical reasoning, and fostering an appreciation of the subject's beauty, power and relevance.
Through a mastery approach, we aim for all children to gain a deep, secure understanding of mathematics, alongside a sense of curiosity and enjoyment.

INTENT

- As a school, we strive to provide children with a rich, varied, and balanced experience of mathematics.
- Knowledge and skills are developed through daily lessons that incorporate fluency, problem-solving, and reasoning for all pupils.
- Learning is broken down into small, manageable steps and supported through the Concrete–Pictorial–Abstract approach. This scaffolds children's understanding and enables learners of all abilities to build confidence, develop resilience and experience appropriate challenge.
- Throughout their mathematical journey, children build on prior learning by making consistent, relevant connections across concepts.
- All children are encouraged and supported to aspire to, and achieve, the National Curriculum objectives for their year group.
- Our aim is for every child to develop a positive attitude towards mathematics, becoming engaged, motivated, and confident in their ability to achieve their full potential.

IMPLEMENTATION

Curriculum

- Our teaching sequence and planning are underpinned by the White Rose Maths scheme of work, ensuring full coverage of the National Curriculum objectives for each year group.
- In addition, we are adopting the NCETM Mastering Number programme in Reception, Year 1, and Year 2 to strengthen pupils' number sense and fluency with key number facts. This research-based programme supports daily focused teaching of essential early number skills, including counting, subitising, number bonds, and calculations. Through engaging, carefully structured activities, children develop a deep understanding of number, which lays a strong foundation for future mathematical learning to ensure all pupils build confidence and fluency in mathematics from the earliest stages.
- Short-term planning is adapted to meet the specific needs of children in each class, and a variety of high-quality maths resources are used to enrich learning.
- Children explore mathematical concepts through a range of representations, using accurate mathematical vocabulary to explain, reason, and apply their understanding (Talk for Maths).
- Lesson starters are used to revisit, consolidate, and extend prior learning across a range of mathematical topics.
- Carefully planned questioning is used to assess understanding and challenge pupils' mathematical thinking.
- Cross-curricular links are made where appropriate—for example, data handling in science and representing data using digital tools in computing.

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- Best practice is shared through our work within the Corvus Academy Trust, as well as Mobius Maths Hub, and the National Centre for Excellence in the Teaching of Mathematics (NCETM)**.**
- Ongoing staff training and regular monitoring ensure high-quality teaching and consistency in mathematics across the school.
- Homework is used to consolidate classroom learning and provide opportunities for further practice and application.

Assessment and Monitoring

- Formative and summative assessment are used to inform the planning of next steps, ensuring learning is tailored to the needs of each child.
- Verbal and written feedback are provided during and after lessons. Embedding Assessment for Learning tasks within lessons allows children to demonstrate both the depth of their understanding and any areas of need. This enables timely identification of opportunities to consolidate learning and address misconceptions as they arise.

Differentiation, Support and Challenge

- Short-term planning enables small-step learning, scaffolding understanding that can be applied across a range of contexts, including fluency, problem-solving, and reasoning.
- Almost all children begin lessons from the same starting point. Concrete resources are used by children of all abilities to demonstrate understanding, support thinking, and encourage Talk for Maths. Paired tasks encourage collaboration and the use of concrete resources to support thinking and understanding. They promote metacognition by helping pupils reflect on their strategies and articulate their reasoning using precise mathematical vocabulary. This combination deepens conceptual understanding and builds confident, independent learners.
- Working walls in each classroom support the learning of key concepts, vocabulary, and representations.
- Where appropriate, evidence-based interventions and targeted small group or one-to-one support are provided.
- Resources are regularly adapted to meet the needs of all learners, offering both appropriate scaffolding and challenge.

IMPACT

Children at Hatch Ride should develop these key mathematical strategies.

- **Fluency**
  Pupils develop fluency in the fundamentals of mathematics through varied and frequent practice. This helps them build conceptual understanding and the ability to recall and apply knowledge quickly and accurately.
- **Reasoning**
  Pupils engage in mathematical reasoning by following lines of enquiry, identifying relationships and generalisations, and constructing arguments, justifications, or proofs using precise mathematical language.
- **Problem Solving**
  Pupils apply their mathematical skills to solve a range of problems with increasing complexity, breaking problems into manageable steps and demonstrating perseverance in finding solutions.

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- *Leading to* **Mastery**
  All children achieve a deep, long-term, and adaptable understanding of mathematics, enabling them to apply their knowledge confidently across various contexts.

What will this look like at Hatch Ride?

- Most children will achieve or exceed the end-of-year expectations for their year group in maths. Those at risk of not meeting these expectations will receive additional support to address their needs effectively.
- Children demonstrate a positive and engaged attitude towards mathematics.
- When faced with challenges, children adopt a confident 'can-do' attitude.
- They make meaningful connections within their maths learning and to the wider world.
- Children purposefully reflect on their learning by sharing ideas, identifying errors, and discussing misconceptions using accurate mathematical vocabulary.