

Implementation	<ul style="list-style-type: none"> • All teachers follow a termly overview plan and are encouraged to design lessons using a range of resources, including, but not limited to, the Whiterose Maths blocks. • A typical Maths lesson provides the opportunity for all children, regardless of their ability, to become confident and capable learners. • We are committed to building on prior learning and enabling our children to demonstrate a deep, conceptual understanding of each topic that they can develop over time. • They are encouraged to develop fluency in their recall of key facts and a whole school approach to the teaching of calculation strategies is deployed across the school. • Reasoning and problem-solving skills are explicitly taught to enable children to become independent learners who are prepared to take risks. • Additional time is allocated to arithmetic to ensure key skills in calculation are retained. • The teaching of multiplication facts continues to be a discrete focus, where the applications of these skills are essential for accessing other areas of mathematics. • To make the learning relevant, cross-curricular links are made wherever possible and children are encouraged to apply skills from all areas to complete real-life challenges and give learning a sense of purpose. • Staff are expected to teach and model correct mathematical language, which scaffolds children's reasoning and explanation skills – sentence stems are used to develop this. • Children are encouraged to share their misconceptions and misunderstandings and become adept in using appropriate vocabulary in doing so. The inclusion of open dialogue to discuss and explain mathematical thinking also strengthens the use and understanding of mathematical language along with ensuring children can explain, justify and evidence their thinking,
Impact	<p>Children who:</p> <ul style="list-style-type: none"> • Fluency in their recall of key number facts and procedures • Accuracy in the formal calculation methods for all four operations • The flexibility and fluidity to move between different contexts and representations of mathematics. • The ability to recognise relationships and make connections in mathematics • The confidence and resilience to reason mathematically and solve a range of problems.