



We all demonstrate in our actions how to be ‘the best that we can be’, and try to make Flowery Field ‘a happy place to learn’.

We believe that if learners are to be successful they need to embrace challenge, take risks and persevere as they strive for beautiful work.

**Mastery approach – see NCETM appendix**

Children are taught in a mixed-ability setting, which exposes all children to high expectations and doesn’t put a ceiling on their learning. Co-operative learning in pairs and groups facilitates learning. Children receive support from their peers, from support staff during lessons and in ‘Leaps to Success’ time to help ensure that all children are working towards the same learning objective in every lesson.

**Reasoning, Reasoning, Reasoning** – as a Flowery Field golden thread, reasoning is at the heart of our Maths curriculum. Children are given the opportunity to reason in every Maths lesson.

**We do less but in more detail** - as another golden thread of our school, this approach is key to securing depth of understanding. Mistakes are used as learning opportunities, following strategies such as ‘My Favourite No’.

**Concrete / Pictorial / Abstract (CPA)**

**Concrete** – children begin their learning with manipulation of concrete materials. This is then used as an aid to learning as they progress through each area of learning.

**Pictorial** – children use pictorial representations to show their understanding and to explain their reasoning. Bar modelling is a key component of this.

**Abstract** – children progress onto abstract concepts once they have developed understanding using concrete and pictorial methods.

At any point during their learning journey, children may need to move back along this continuum.

**Use of materials**

White Rose Maths Hub – supports the CPA approach, fluency and Maths talk lay the foundations for tackling reasoning and problem-solving questions.

Maths No Problem – supports conceptual understanding, depth and variance in question style.

**Underpinned by number fact knowledge**

We believe that good number knowledge and quick recall of key facts is essential to children’s success. This is supported by daily counting.