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| **Maths** | We promote **social** *development by*   * Promoting an atmosphere of resilience where making mistakes is a valued part of learning which only presents a learning opportunity or addresses a skill that children need to persevere with or seek further support with. * Encouraging Independence and perseverance skills are encouraged though peer discussion, an effective learning environment and other scaffolds as and where needed. * Being flexible with seating and selecting partners based on compatibility, collaboration and diversity rather than ability enables all children to thrive and is key for effective, whole class maths engagement as well as children's well-being and confidence within the subject. * Regular collaborative work through the I do, you do, we do approach means: regularly socialisation and interaction with partners through manipulation of concrete representations, discussion of understanding and addressing of misconceptions with their partners, explaining reasoning while also listening and taking on board the reasoning of their partners, opportunities for collaborative problem solving. | We promote **moral** *development by*   * Designing our curriculum so all children can succeed, thrive and be ambitious. Learning is not capped based on prior achievement but focussed around an adaptive approach, encouraging 'low-entry but high ceiling' intelligent practice that allows children to progress and deepen underpinning at their own rate while also being sufficiently challenged. * Exposing children to what it isn't in maths, encouraging children to reason and understand that mistakes can be made but can also be corrected through resilient problem solving and reasoning. * Giving children opportunities to investigate, both individually and collaboratively. This develops their ability to offer reasoned views on their understanding while also being able to listen, discuss and compare reasoning with their peers. * Developing children’s understanding that in maths, like real life, every action has a consequence. Concepts and processes are not always straightforward and can be always, never or sometimes true depending on the context. | We promote **spiritual** *development by*   * Providing an accessible, adaptive and ambitious curriculum that has been built around our core values which embody the spirit of what it is to be a member of Grove Vale. * Inspiring children to be curious by using manipulatives and representations to unpick a concept, then be creative by seeing and applying their understanding in a variation of ways and contexts. * Encouraging children to be ambitious by diving deeper: by making connections, finding patterns and exploring different possibilities. We like to encourage the motion that the answer is not the goal but the depth of child’s individual conceptual and procedural understanding. * Promoting resilience by persevering when applying what they have learnt in different and more challenging ways, seeing the maths in real-life. * Dedicating learning time for children to reflect on areas of misunderstanding and develop this so they are able to progress securely. | We promote **cultural** *development by*   * Understanding we have a duty to deliver the National Curriculum while also ensuring it is shaped and adapted to the needs of our children and the core values of our school. * Encouraging children to make mathematical links across the curriculum, for example using symmetry within art or charts to present data in science. * Presenting our children with a variation of problems, giving them a balance of opportunities to see maths in contexts they have personal experience of but also contexts they may have not thought of or experienced before. * Providing additional extra-curricular activities, including themed days, which aim for children to have a more diverse and cultural mathematical understanding of the current world  but also, the range of diverse and cultural influences that have shaped our understanding of mathematics today. |
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