



Maths

Intent:

- Children will enjoy maths and realise that everyone can succeed in this subject.
- The majority of the class will be taught together, learning the same maths at the same time, using the master approach (NCETM)
- Children learn to reason and solve mathematical problems and make links with real life – developing mathematical thinkers.
- Children will understand that misconceptions are part of learning and this develops resilient learners.
- Basic number facts (number bonds and times tables to 12×12) are learnt so children work quickly and accurately leading to fluent, competent and efficient mathematicians.
- Teachers teach for depth of understanding and to support children in the developmental interconnectivity between the different domains of mathematics.
- Lessons will have a continuous provision of modelling and scaffolding which guide the children's learning and self-regulation.
- We prepare the children for the challenges of their next stage of education.

Implementation:

- Maths is taught daily.
- Mental maths is taught daily so children become fluent and efficient in all previous learning.
- A carefully planned learning journey of small steps will be taken in order to ensure that all children master the concepts before moving on and that no child is left behind.
- If a pupil requires extra support, this is identified quickly and where possible same day intervention takes place.
- Lesson design ensures that the 3 aims of the National Curriculum are covered; fluency, reasoning and problem solving.
- Children learn concepts following a concrete – pictorial – abstract sequence.
- Questions are carefully devised in order to make explicit use of patterns and connections.
- Stem sentences are used in order to ensure clarity of the small steps and provide a deeper understanding of language used to support mathematical reasoning.
- Teacher assessment is used accurately and effectively, through end of block and end of term assessments.

- Maths is closely monitored by the subject leader which involves lesson observation, book scrutinies, staff meetings, work with advisors and support in order to develop subject knowledge and ensure fidelity of provision.

How are we developing Cultural Capital?

- Giving pupils opportunities to use real money.
- Educational visits linked to mathematics e.g Trips to Banks
- Taking part in the Bishop Hogarth Academy Trust mathematics competitions e.g. Maths Challenge
- Times Tables Rock Stars for home engagement and enjoyment.
- Telling the time with both a digital and an analogue clock.
- Maths parent and child workshops
- Developing best practises by being part research led groups such as the local mathematics hub
- Enterprise Project – Children are given a set amount of money to design a charity event. The winner group will host the event in school.