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|   | **Our school is adopting a Mastery approach to mathematics.****We use the White Rose Maths scheme from Year 1 to 6, supplemented by various other mastery materials.****Underpinning the use of these materials are the key points as described below.****What can you expect?** |
| **Structure of our classes** |   **Structure of our learning** |
| * A Mastery approach rejects the idea that some children ‘can’t do maths’.  We believe that all children can achieve well in maths.
* Children will support each other’s learning in mixed attainment pairs.
* Children will use carefully chosen equipment to represent mathematical problems to expose mathematical structures.
* Children can talk about and explain the mathematics they are learning.
 | * Our maths lessons last 45 mins, and follow the structure:
	+ **‘Review and Do’**activity related to previous learning, to strengthen children’s retention of knowledge.
	+ **Teach, Model & Scaffold-**Explicit teaching and modelling (Examples: Use of interactive whiteboard, concrete resources, pictorial representations and abstract as appropriate)
	+ **Practise –**this could be independent on whiteboards or jotters, partner talk, and may include using resources.
	+ **Apply-**Independent activity including fluency, reasoning and problem solving.
	+ **Consolidate-**Reasoning or problem-solving question to end every maths lesson (whole class).
* Our learning uses a Concrete Pictorial Abstract model.
* Through careful lesson planning, all children are on a learning journey together from a shared starting point through small coherent steps that are achievable by all.
* The whole class is taught mathematics together in their own mixed ability classes, moving through the same curriculum at broadly the same pace. All of the children are exposed to both years maths objectives throughout the year and the same objectives are then repeated the following year. This enables the children to consolidate their understanding and deepen their conceptual understanding which allows the children to progress from where they were the previous year.
* Our children’s learning needs are addressed by careful scaffolding, skilful questioning and by offering 3 levels of challenge. We feel that this is appropriate for our mixed age classes and their wide range of ability.
* Children are encouraged to choose their own level of challenge depending on how confident they are feeling during each lesson. Teachers ensure that there are tasks available that are accessible to all children linked to the daily lesson objective.
* Challenges will be available to all for deep learning, reasoning and open ended challenging problems.
* SEN children are given personalised outcomes.
* The reasoning behind mathematical processes is emphasised. Teacher/pupil interaction explores in detail how answers were obtained, why the method/strategy worked and what might be the most efficient method/strategy. Difficult points and potential misconceptions are identified in advance and strategies to address them planned.
* Fluency will be taught in a separate 15 minute lesson each day.
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