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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 & Do** - Quick recap of prior learning (retrieval practice) to activate prior knowledge and address misconceptions.
	+ **Teach & Model -** Teacher-led introduction to the new concept, using tools such as interactive boards, concrete resources, pictorial representations, and interactive modelling.
	+ **Guided Practice –** Pupils work through selected questions with support. This may involve partner work, small group focus, or use of mini whiteboards to check understanding.
	+ **Independent Practice -** Independent tasks from the White Rose worksheets, with teachers carefully selecting questions for individuals or groups of pupils.
	+ **Plenary & Review -** Whole class or small groups come together to reflect on learning. This may include a challenge question or problem-solving task.
	+ 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.
* 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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