MATHS -INTENT

St. Michael's Church of England Primary School

Our school values: Respect • Kindness • Challenge • Forgiveness • Perseverance

What we want our children to gain from Maths lessons:

At St. Michael's we wish to provide an environment, experiences and opportunities where children are truly becoming mathematicians and not just "doing" maths. We want to equip all of our pupils with skills and knowledge in maths that mean they are able to use these successfully and confidently in the wider world. We seek to promote an enjoyment of maths and problem solving which fosters engagement and drive.

In Mathematics, we aim to encourage all our children to want to become confident mathematicians. We want them to feel that they are able to achieve whilst allowing them to challenge themselves in order to extend their own learning. We hope to provide a thinking environment where the children naturally question their own knowledge and are able to **explain** and **prove** their thinking to both themselves and others.

Mastery at St Michael's:

Our approach is that every child is able to achieve and we aim to instil this belief in our children. Learning facts (**fluency**) is only a part of becoming a mathematician. Being able to question, **explain** and **prove** their own thinking demonstrates our desire to encourage our children to be free thinkers – willing to take risks and accept that mistakes will inevitably happen. Encouraging resilience and perseverance is a key factor of becoming a successful learner and we therefore aim to provide challenges which will help to develop these skills.

BIG IDEAS

FLUENCY - I am a mathematician because I am **fluent** in basic maths facts.

EXPLANATION - I am a mathematician because I can **explain** my thinking using precise mathematical language

PROOF - I am a mathematician because I can **prove** my thinking when solving problems.

MATHS -IMPLEMENTATION

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What you will see in our lessons:

- Knowledgeable staff who have a secure understanding of the concepts being taught and the small steps required to master these.
- Staff who are confident to address misconceptions and use these as a teaching tool.
- A range of equipment being used to support and extend children's learning.
- Children progressing from concrete, pictorial to abstract understanding of maths.
- Time being given to allow children to think through problems for themselves and provide their own answers and reasoning.
- Children who are willing to learn from their mistakes.
- Children who listen carefully and pose their own questions.
- Excellent relationships that demonstrate trust and cooperation.
- Promoting correct vocabulary and a range of question types.
- Children **explaining** and **proving** their thinking.
- Everyone working together to learn together.