Vision

We believe every child can be a mathematician and have high expectations for them to succeed. We want our children to be confident and secure in their knowledge and understanding of this subject and fluent in their application of it. This will provide them with the skills they require for their future learning journey.
We are a learning community and all staff will develop their pedagogical understanding of teaching for maths mastery through opportunities to plan collaboratively, coaching and mentoring, participating in staff meetings and INSETs and working in partnership with local the local Maths Hub (Enigma). This year our school we be participating in the Mastering Number at Key Stage 2 project and we are embedding Mastering Number within Reception and Key Stage 1. We continue to work with Enigma Hub in a Sustaining work group.

We aspire for our pupils to:

- Gain confidence in this subject and have a passion for it.
- Have a deep understanding of the important concepts and the ability to make connections within this subject.
- Have good number sense and the flexibility and ability to automatically recall number facts.
- Understand and use a wide range of mathematical vocabulary.
- Reason, generalise and explain their mathematical thinking.
- Show initiative in solving problems in a wide range of contexts, including the new or unusual.
- Think independently and to persevere when faced with challenges and embrace the value of learning from mistakes.
- To make good progress towards end of year expectations

Planning

LTPs

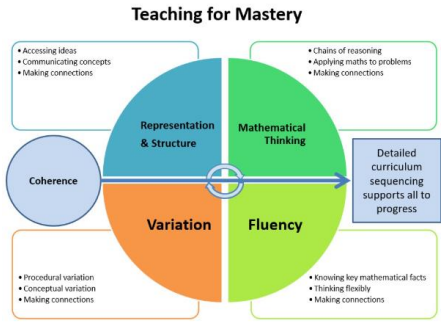
Based on the White Rose yearly overviews and Mathematics guidance: key stages 1 and 2 Non-statutory guidance for the national curriculum in England June 2020.

MTPs

Identify the sequence of learning for each unit of work on a NCETM document. The small cohesive steps are present.

STPs

- Build upon what has been previously taught
- Identify and plan for misconceptions
- Include mathematical vocabulary and STEMs pupils will be using
- Progressive representations and structures are present
- Mastery questioning present: same/different/notice?
- Opportunities to develop fluency, reasoning and problem solving
- Names of children in the maths group on the planning.



What learning looks like:

- Whole class teaching. In some year groups we have mixed-age groups to ensure pupils can make accelerated progress from their starting points.
- The lessons build on prior learning and focus on small steps.
- Chunked learning takes place: 'I, We, You' approach is used to model and scaffold the learning.
- Learning is accessible for all though scaffolded questions, resources or adult support in lessons.
- Pre-teaching and further guided practice with an adult if required used to close the gap.
- Precise and accurate mathematical language is used by both adults and pupils.
- STEM sentences are used to support learning and expose connections.
- Children are encouraged to answer in full sentences to explain their thinking and reasoning.
- Questions are planned to challenge thinking and to develop understanding. Common misconceptions are addressed and planned for to draw attention to the key learning.
- A Concrete Pictorial Abstract approach with different representations.
- Manipulative used to deepen pupils' conceptual understanding.
- Conceptual variation ensure children can transfer skills from one context to another. Procedural variation encourages children to look for connections in their learning.
- Independent learning enables children to apply their new skills and knowledge.
- 'Go slow, to go deep'. Depth of understanding before breadth.
- Personalised learning for pupils who require it.
- Children self-mark so that they can identify errors and self-correct or seek support within the lesson (School's Marking Policy and EEF).
- All lessons start with a fluency focus e.g. KS1 counting and KS2 multiplication and division. 'Rolling tables'.
- Focused interventions.
- Information shared with parents to help their child with their learning e.g. calculation policy and vocabulary explained.
- Homework set with a fluency and current learning focus.