



MATHS

INTENT

- To develop a love for mathematics, first and foremost, and ensure every child feels valued, confident and able to participate in every Maths lesson
- To swiftly identify pupils who fail to grasp a concept and enact early intervention so the pupil is ready to move forward with the whole class (Maths Mastery approach)
- To deliver a Maths Mastery approach to provide pupils with a deep understanding rather than memorising/rote learning
- To introduce units of maths in a logical order and revisit them throughout the year to encourage deep learning
- To become **fluent** in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- To **reason** mathematically by following a line of enquiry and develop and present a justification, argument or proof using 'expert' mathematical language
- To be able to **solve problems** by applying mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts

IMPLEMENTATION

- Follow the Mastering Number programme (NCETM) to build firm foundations in the development of good number sense from EYFS to Year 2, to make and break numbers to 10 (subitising) and secure fluency in all the addition and subtraction facts within 10
- Apply 'Use what you know to work out what you don't yet know' approach
- Use the Mastering Number guidance to inform our termly overview for Early Years
- Use the NCETM CP guidance to inform our termly overview for KS1 and KS2
- Thread SLC through our Maths curriculum so that children can articulate their maths thinking.
- Daily Mathematics lessons incorporate skill-based activities with plenty of opportunities to talk
- Mathematical vocabulary is taught explicitly
- Use Classroom Secrets, WRH, Twinkl 'Diving into Mastery', Times Tables Rockstars, nrich and NCETM resources to **support** our teaching strategies
- Class teachers tailor the content of each lesson to suit the needs of their children, ensuring all children are exposed to key elements whatever their ability, with a member of staff always available to support children who need support or challenge

- Ensure our pupils are exposed to a variety of different representations in line with NCETM and our common calculation policy

IMPACT

- By the end of year 4, we aim for children to be fluent in the fundamentals of mathematics with a conceptual understanding and the ability to recall and apply knowledge rapidly and accurately to solve problems
- Pupils will have a wealth of mathematical vocabulary to enable them to reason through a concept, known or unknown
- Children will know that Maths is a vital life skill that they will rely on in many areas of their daily life.
- Children will have a positive view of Maths as a subject in which they can investigate and ask questions; they know that it is OK to be 'wrong' and that this can strengthen their learning because the journey to finding an answer is most important - we can 'grow our brain'
- Our Maths books will evidence work of a high standard of which children clearly take pride; the range of activities demonstrate good coverage of fluency, reasoning and problem solving
- Our feedback and interventions support children to strive to be the best mathematicians they can be, ensuring a high proportion of children are on track or above
- Our school standards are high, we moderate our books and children are achieving well