Stradbroke CE Primary School Maths Statement

Intent

We believe that Maths is everywhere, and therefore we are passionate about the development of children's mathematical understanding. We aim to develop children's mathematical fluency through the National Curriculum, by using a range of concrete, pictorial and abstract resources and models. Mathematical reasoning and problem-solving will be modelled and taught to encourage children to make links between concepts and develop their logical thinking. Fluency and reasoning skills will progress throughout the school. Children will revisit concepts regularly to ensure embedded understanding, and mathematical vocabulary will be modelled and used extensively to ensure children's understanding of the language.

Our aim is for our children to be confident Mathematicians so that they have strategies to tackle problems in the wider world around them. We intend to promote children's curiosity so that there is a more positive culture around Maths.

Implementation

Maths is delivered in a discrete lesson daily and opportunities for cross-curricular links within other subjects are planned for. Throughout a week of Maths lessons, we aim to include a

range of revisiting previous skills, direct teaching of a new skill, modelling, guided work and independent application. We would expect this to be delivered using a range of concrete, pictorial and abstract methods, dependent on the individual needs of the children. We follow the National Curriculum and long-term plans based on class structures. We use resources such as White Rose and NCETM to ensure we provide children with a range of representations and models. We provide challenge and support through adaptation of numbers given to children to work with, the resources they use and through open-ended investigation work.

Teaching styles are aimed to promote children's love of learning and developing confidence throughout the children's understanding of maths. Children can be taught as a whole class, mixed-ability and adapted groups as well as independent learning and paired or grouped activities. This is intended to support and challenge the children's learning and promote Maths talk and discussion to deepen their understanding by consolidation.

Impact

All our teachers assess impact daily through assessment for learning questions, working alongside children to determine their understanding and through daily revisiting of previous skills. Our assessment for learning practises may include quizzes or flashbacks, vocabulary games or whiteboard activities. We also have formal assessments termly, which are assessment papers from NFER or previous SATs papers in Year 6. These allow us to break down the children's knowledge and recall of all the topics taught and allow us to see which topics children are finding most difficult to recall. We then plan to address those gaps. Teachers will adapt planning based on their assessment for learning in order to either support or challenge groups of children at their point of understanding.

Our aim for our children is that they enjoy Maths, embrace mistakes as a way of furthering their learning and understand the importance of Maths in the wider world.