



MATHEMATICS – ONE PAGE SUMMARY

Our philosophy:

- every child has the right to a happy, caring, learning environment in which he or she can develop their full potential – whatever their needs and irrespective of ability, race or gender.
- The ability to succeed is not fixed and this is clear in both lesson design and class teaching.
- Learning in maths should focus on depth of understanding before breadth.
- Pupils should 'keep up' over 'catch up' and all children should be given the opportunity to access the lesson.
- High expectations are made clear to all learners.
- Emphasising the high value of mathematics education to all staff, governors, pupils, parents and carers is key to our children becoming successful mathematicians.
- All staff should actively attempt to improve their pedagogical understanding of mathematics and the importance of a mastery approach

What does mathematics look like:

- **Whole class together:** we teach mathematics to whole classes and do not label children (this includes within the classroom). Lessons are planned based on formative assessment of what students already know and we include all children in learning mathematical concepts. At the planning stage, teachers consider what scaffolding may be required for children who may struggle to grasp concepts in the lesson and suitable challenge questions for those who may grasp the concepts rapidly. Decisions are not made about who these children may be prior to the lesson.
- **Longer, but deeper:** our long term plan focuses on a clear coherent journey through mathematics across each year to address the aims of the national curriculum. Concepts are taught in a structured way to build a secure knowledge and understanding before moving onto something new. Connections between mathematical concepts are made explicit.
- **Representations:** mathematical models, images and representations are an integral part of the mathematics curriculum. Concrete and pictorial materials are essential to expose mathematical structure for children. Children cannot hold mathematics in their heads if they haven't first held it in their hands.
- Teaching for mastery is visible in all year groups across, including the EYFS.
- Some children will require extra support either during or after lessons to enable them to master certain concepts or elements. This will be carried out immediately to allow the child the ability to access the next lesson.
- Lessons will feature a lot of dialogue between the teacher and the pupils and between the children.
- Longer time will be given to each topic of the Maths curriculum to ensure sufficient depth of understanding.
- Differentiation will mainly be through the level of adult support each child receives. Generally, children will not be given different activities to complete.