

## Maths

*Go down deep enough into anything and you will find mathematics.*

*- Dean Schlicter*

### Intent

Through maths, children develop essential skills for everyday life. It is our intent that pupils will be fluent in maths. They will develop a strong number sense through exploring the composition of numbers and maths talk. They will develop fluent recall of number facts and use efficient calculation methods. We want our children to make links, recognise patterns and become resilient in solving problems. Pupils will be challenged to achieve their potential and supported to develop a growth mindset. Our children will develop the skills to apply their knowledge in everyday life and enjoy their maths learning. All pupils will be able to demonstrate that they know more, can do more and remember more in maths.

### Implementation

The concrete, pictorial and abstract approach is central to our teaching. All classrooms have a maths working wall and manipulatives to support the learning in maths. These may include double-sided counters, Numicon, base ten equipment or place value counters. The same resources are used throughout the school to ensure consistency and reduce cognitive load. Maths talk is encouraged and children are challenged to justify their methods and answers.

Children in all classes access a daily maths lesson. We use White Rose Maths as our main scheme and follow the small steps as our planning.

We teach maths through a mastery approach. Teachers use the White Rose Maths small steps and progression documents to inform planning and ensure curriculum coverage. Mixed-age planning is used across the school.

Through responsive teaching, we identify and address areas to develop. We use the small steps from White Rose Maths and apply a flexible approach so that sufficient time is allowed to secure key concepts. In Y6, teachers adapt the teaching sequence to ensure coverage and allow the children to master concepts in preparation for end-of-key stage tests.

Children in EYFS – Y6 take part in daily maths activities to develop fluency in their recall of number facts and to embed calculation skills.

Teachers use the WRM small steps statements to continuously monitor progress and assess maths. We use responsive teaching to address areas identified in assessments.

Where possible, marking takes place in the lesson and immediate feedback is given.

All children are supported to achieve through our mastery approach based on small steps. We believe in 'mastery for all and reasoning throughout' in our approach to lesson planning. Manipulatives are used effectively to scaffold and support children's understanding. Adults and

other children model methods and approaches. Our lessons include partner work and promote the use of manipulatives to explain and reveal the maths in order to achieve depth in understanding. We use responsive teaching strategies and adaptive teaching to provide immediate intervention.

### **Impact**

Our mathematics curriculum, underpinned by the White Rose Maths scheme, aims to develop confident and competent mathematicians who can fluently apply mathematical concepts across a range of contexts, building deep conceptual understanding through a mastery approach, focusing on 'small steps' to ensure all pupils can access and achieve success in reasoning, problem-solving, and fluency, while fostering a positive attitude towards mathematics through engaging and varied learning experiences.