Mathematics @Savile Town

Intent

Maths is a journey in which at each stage children should be able to demonstrate a deep conceptual understanding of the topic and be able to build on this over time.

We intend to do this by:

- **Ensuring** that children have access to high quality mathematical curriculum.
- **Providing** children with a variety of mathematical opportunities enabling them to make connections in learning leading to greater depth.
- **Ensuring** children are confident to take risks.
- **Enabling** children to be independent learners with inquisitive minds and secure mathematical foundations.

Implementation

- Long, medium and short term planning that is progressive and cohesive.
- Lessons are based on the principle of concrete, pictorial and abstract.
- Provide quality first teaching in line with the teaching standards.

All teachers

- Know where there children are through the use of assessment
- Use a range of strategies to move on children's learning by promoting independence, mastery and high expectations.
- Plan for progression during lessons.

Impact

The impact of our mathematics curriculum is that children build up skills in small progressive steps and that they understand the relevance of what they are learning in relation to real life. We have an environment where Mathematics is fun and that we are allowed to make mistakes because the journey of finding the answer is more important.

A mathematical skill has been mastered when a child can show it in multiple ways, using mathematical language to explain their ideas and can independently apply the concept to new problems.

Our priorities to improve Mathematics are:

- All planning in all year groups follows the NCETM and White Rose Maths.
- Teaching for Mastery is beginning to be o
- Implemented in all year groups.
- Fluency skills to be tested at different points of the day eg. When going to play or lining up.
- Children have ownership for their learning through self marking and mobbing to further tasks when understanding is secure.

Mathematics Interventions

- Same day interventions
- Focus groups leading on from progress meetings.
- 1:1 time where appropriate (as part of SEND IEP)

In Mathematics lessons you will see:

- Each lesson start with a problem.
- Practical equipment used by all children
- Teacher (or child) modelling a WAGOLL
- A second problem for children to solve independently or with a partner.
- Children demonstrating their work giving verbal explanations.
- Independent work set and once completed children can move onto a silver or gold challenge.
- Word and reasoning problems incorporated into each lesson.
- Children self marking and moving through tasks at own pace to ensure understanding.

What we do to assess our children:

- AFL within lessons is effective and is used to inform subsequent lessons.
- Daily fluency questions
- Assessments termly against TAF from evidence in books.

NON-NEGOTIABLE

- Planning to follow the NCETM guidance and White Rose Maths.
- Books are marked during the lesson to give children time for self correction (green pen)
- Working walls are changed as required to coincide with what is being taught in class.
- In each lesson we will follow the mastery pictorial, abstract strategy.
- Reasoning and word problems will be included in all lessons in Key Stage 1.