

Subject on a Page

Maths

At St Luke's C. E. Primary School, we understand and value the importance of Mathematics which forms an important part of children's development throughout school, right from an early age. We intend for our children to be able to understand the world of Maths, have the ability to reason mathematically and to have a sense of enjoyment and curiosity about the subject.. We want our children to become fluent in the fundamentals and variation of Mathematics by being able to recall and apply knowledge through skills developed in Maths lessons. then being apply these methods independently and show resilience when tackling problems using vocabulary learnt .



Intent - What do we aim to deliver?

To provide opportunities for all children to have the skills required to be a mathematician and prepare them for their future..

To become **fluent** in the fundamentals of Mathematics, through varied and frequent practice with increasingly complex problems over time so that children develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

To **reason** mathematically by following a line of enquiry, identifying relationships, making generalisations and being able to 'prove it!' using mathematical language.

Solve problems by applying their knowledge to a variety of routine and non-routine problems.

To inspire children to take risks in their learning and develop resilience when tackling problems through growth mindset.



Implementation - How do we aim to deliver it?

White Rose Maths Progression

Every class from EYFS to Year 6 follow the White Rose Scheme of Learning. This provides small steps of learning which support our mastery approach to teaching. Each class adapts the scheme to meet the needs of their class in conjunction with a range of materials, for example NCETM, for breadth and depth.



Mastery Approach



Children throughout the school are taught using the Mastery Approach. The children are given small, manageable steps when introduced to new concepts. This does not mean that every child will 'master' every concept by the end of a lesson, but will instead be increasingly fluent in these areas.



High Quality Resources

The resources used in lessons come from a range of suggested sources. These include things such as NCETM-Teaching for Mastery, White Rose and 'I See Maths'. Staff are encouraged to source resources that will most effectively engage and challenge the learners in their class.



Concrete, Pictorial, Abstract

The White Rose Progression relies heavily on the Concrete, Pictorial, Abstract (C,P,A) approach, using manipulatives and diagrams to scaffold children's learning in the early stages before moving them on to the abstract concepts of numbers and symbols.

SODA and consolidation

Either during SODA activities or at the start of every maths lesson, 'Fluent in Five' and 'Flashback Four' activities are set for the children to build on their rapid recall and to practise a concept from previous lessons, weeks and topics.



Impact - How will we know we have delivered it?

The majority of children in each year group are working at or above the expected level for their age.

Children enjoy the range of activities provided for them in Maths and are able to complete challenges set.

Formative Assessments
Children are assessed on a daily basis in order to identify the level to which the child is heading towards the mastery of a concept. This informs teaching and any additional support required.

Children enjoy Maths and can talk confidently about Mathematics using accurate vocabulary .

Children can use their Maths skills in other subjects—such as D&T, Science and Computing.

John 13: 34-35 says: 'Love one another. As I have loved you... By this everyone will know that you are my disciples.'