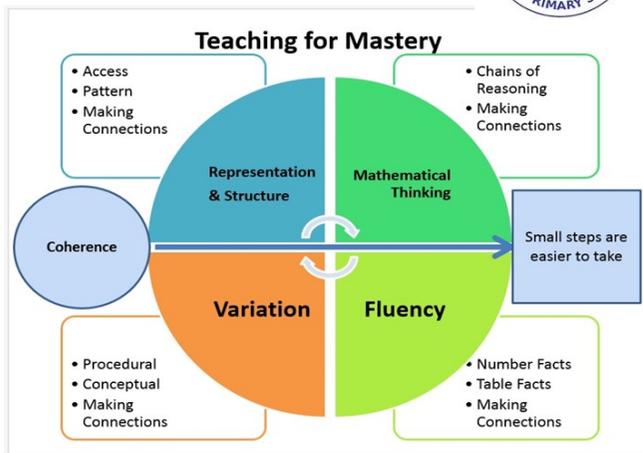


MATHS AT

LINGS PRIMARY SCHOOL



INTENT:

For all children to:

- Build a sense of enjoyment and curiosity towards Mathematics.
- Recognise the importance of Maths in the wider world.
- Use mathematical skills and knowledge effectively in their own lives.
- Be fluent in the fundamental key skills of Maths such as recall of number facts and use of the number system.
- Develop the ability to reason mathematically, make generalisations and make sense of solutions.
- Solve problems by applying their mathematical knowledge.
- Have high expectations of themselves.
- Believe that they can learn and succeed mathematically to a high level.
- Be able to apply what they have learned to the wider curriculum.
- Develop independence when working mathematically.
- Persevere when doing Maths and see struggle and being stuck as positive and important experiences.
- Build their mathematical skills, knowledge and understanding consistently over time.

IMPLEMENTATION:

- The majority of children progress through curriculum content together.
- A “low entry, high ceiling” approach to lessons enables all children to access learning.
- Children are not grouped by ability but continuous AFL is used to identify children’s strengths and areas where they need extra support.
- Lessons are carefully designed using quality resources to enable deep conceptual and procedural knowledge.
- Children who understand the key ideas of the concept being taught will have opportunities to take their understanding to a deeper level with carefully planned questions, challenges and activities.
- A Concrete, Pictorial and Abstract (CPA) approach exposes concepts to children and increases their mathematical understanding in a more tangible and comfortable way.
- Concrete resources are available to all children and they, with careful guidance, will judge when they don’t need to use them.
- Mathematical vocabulary is planned into each lesson and used precisely by adults and pupils.
- Stem sentences are used to support and reinforce learning, and help children to articulate their understanding.
- Children are encouraged to answer questions in full sentences to help them internalise their understanding.
- A ping pong style approach to lessons allows the pupils to develop understanding under close guidance and support of the teacher.
- Careful questioning allows children to build knowledge and for teachers to assess their understanding.
- Misconceptions are planned for and addressed.
- Mistakes are valued and are seen as valuable learning opportunities.
- Practice and consolidation of concepts are important. Variation within this allows children to build fluency and understanding, see concepts presented in different ways and make connections in their learning.
- “What do you notice?”, “What is the Same?” and “What is Different?” are questions that are used regularly to draw children towards seeing the maths taking place.
- Depth of understanding for each concept is more important than breadth.
- Pre and post teach activities can help some pupils develop their understanding. It is important to recognise children who need support to keep up and not fall behind their peers.
- Adults should work where children would benefit the most but all children should have opportunities to work independently and with a range of adults over time.
- Differentiation is achieved through individual support and intervention.
- The answer is important but is only the beginning. Pupils need to be able to explain their thinking and strategies, as well as use one answer to develop generalisations.
- Children working well below the level of the majority of the class will work on a personalised programme of study based on their individual needs.
- To ensure consistency and progression, Lings Primary School uses the DfE approved White Rose scheme supported by other quality resources such as NCETM and Third Space Learning.
- Long-term plans show the sequence of learning and mathematical themes throughout the year.
- Medium-term plans show the small steps of each concept, the key learning points, possible misconceptions, important vocabulary and key representations or structures.
- Daily lessons build on children’s previous learning, focus on one small step and build deep understanding of each concept,
- Key Stage One use the Number Sense Program to learn number bonds to 20 and in Key Stage Two children learn times tables facts using a program designed by the NPAT Maths Leads.