* **Maths** at Meadow Primary School

*“Anyone can be numerate, it’s just a matter of confidence” Rachel Riley*

Intent: At The Meadow School, we aim to promote a love of mathematics and equip pupils with number fluency and problem solving skills, enabling them to become confident mathematicians.

We expect children to be given opportunities to become resilient and confident learners who are able to apply their number fluency to an assortment of problems, increasing in complexity. Rich mathematical vocabulary is used so children can use maths talk within lessons to predict, explain, justify and question. Maths is explored across the curriculum to help children make links throughout their learning.

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| **Maths Mastery**  \*Children will explore mathematical concepts in depth using CPA learning, mathematical vocabulary and resources to explain, justify and prove their answers.  \*To show mastery, children will be able to recall and apply their fluency and mathematical reasoning to various mathematical contexts and problems.  \*Time for children to deepen their understanding and make mathematical connections. | **Fluency**  \*Mathematical fluency is part of the daily maths teaching to ensure the consolidation of key facts to enable rapid and accurate recall. Oral mental starts will demonstrate fluency practice.  \*There are opportunities for teachable moments outside of the maths hour to practice fluency. | **Reasoning and Problem Solving**  \*Reasoning opportunities are present in lessons and made available for all learners.  \*Continual high level questioning and use of mathematical terminology allows children to explain their reasoning, furthering their understanding.  \*Links are made between reasoning and problem solving skills and number fluency.  \*Collaborative working is encouraged to allow children to share ideas and explore problems together. | **Making Progress**  \*Challenge opportunities are available for all children.  \*Marking allows children correct their answers and improve specific mathematical skills.  \*Progress is measured through children’s ability to recall facts, explain their learning and implement it throughout future lessons. Teachers also use White Rose Maths (WRM) end of unit assessments.  \*Termly GL assessments (Y1-Y6) evidence the progression made and a gap analysis identifies areas that need revisiting. |
| **Sequencing**  \*Following the WRM Curriculum, lessons build upon prior knowledge and previous learning to help children develop new skills and mathematical understanding.  \*The duo of a mastery and spiral curriculum means depth is achieved alongside revisiting of mathematical concepts.  \*Connections across maths are explored.  \*Mental maths strategies are sequential and increase in complexity. | **Modelling**  \*High expectations and step-by-step modelling allows concepts and mathematical instruction to be followed more easily.  \*Songs, rhymes, Toolkits and other visual aids (concrete and pictorial) are used to support children’s learnings.  \*Non-examples and common misconceptions are identified, shared and addressed by teachers to limit errors. | **Support for All**  \*Scaffolding, differentiation and challenge are used to meet the needs of all learners.  \*Manipulatives are available in all lessons to reinforce learning and deepen understanding.  \*Interventions and maths booster groups support children who need to fill gaps, have misconceptions addressed or pre-teach strategies.  \*Enabling all pupils to succeed and achieve is at the forefront of teaching, therefore these strategies may be used, when appropriate, to support all learners. | **Retrieval Practice**  \*Daily recalling of facts and fluency practice strengthens retrieval. Flashback 4 and similar activities are used to show retrieval of knowledge.  \*End of term and unit assessments demonstrate understand and provide an opportunity for retrieval practice. |