



INTENT – We aim to...

Mathematics

encourage children to have a love of maths and see it as an enjoyable subject.	foster a growth mindset so all children have a 'can do' attitude to maths lessons.	develop children's number sense, mathematical fluency, reasoning and problem solving.	delve into the mathematics so children have a deep, connected, and sustained understanding.	support and challenge all learners using an approach based in Teaching for Mastery.	ensure appropriate progression in content and mathematical language across the school.
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IMPLEMENTATION – How do we achieve our aims?

PLANNING: At Lowe's Wong Junior school we use Maths No Problem, but also select from other high-quality resources, such as White Rose Maths, and the NCETM PD Materials, to enable us to make the best pedagogical choices for our pupils. Teaching for Mastery is an inclusive approach with an emphasis on representing concepts to promote a deep, conceptual understanding, promoting multiple methods of solving a problem and building self-confidence and resilience in pupils. Topics are studied in depth and those pupils who grasp concepts quickly are challenged with rich and sophisticated problem-solving tasks. Those children who are not sufficiently fluent are provided with additional support, normally within their lessons, to consolidate their understanding before moving on.	RECORDING: At our school, maths is recorded in a variety of ways. We use the Maths No Problem Workbooks alongside our individual, A4 books with squares. We may also use worksheets or questions from White Rose Maths. Whiteboard books are often used for informal work and provide a rich evidence base for children's own representations and as an aide memoire. Photographs are sometimes used to showcase the use of manipulatives to support a Concrete, Pictorial, Abstract approach. Our books tell the maths journey of each child and provide important evidence for assessment for learning.
ASSESSMENT: Progress over time is achieved through careful tracking and monitoring with reference to our progression maps. Assessment in maths – formative, summative, live or peer-assessed – is an important part of progress and attainment. All teachers conduct mid-year and end of year assessments using Maths No Problem materials, but real progress is measured at the time of learning, whether that be a class discussion, teacher questioning, a piece of work, or a peer-to-peer question. Assessment is timely and manageable: we assess to inform our teaching and identify areas of development.	VOCABULARY: Developing the use of high quality, technical, accurate mathematical language is vital for progress and to foster deep discussion. Teachers will teach, use, and expect accurate language at all times. We make reference to the Maths No Problem Vocabulary document to highlight new terms, and use the NCETM Glossary to ensure accurate definitions.
WIDER OPPORTUNITIES: We encourage children to take their maths further by offering Magical Maths Clubs through an external provider, and we regularly enter the Junior Maths Challenge and the First Maths Challenge for those children who want to do maths as an extracurricular activity.	SEND and INCLUSION: Our SEN children deserve full access to maths lessons, and our teachers will carefully plan lessons to remove barriers to entry for these children. Teachers and TAs will be aware of individual targets and needs of their children, and ensure maths lessons are fun, progressive, and meaningful for each child. Written evidence will differ for some children: photos, games and iPads used to record work and help our SEND children make progress in maths.



IMPACT – How do we know we have achieved our aims?

Maths books show progress for each child.	Children use high quality, accurate vocabulary appropriate for the task or discussion.	Rich questions, such as 'agree or disagree', 'true or false?', 'What's the same, what's different?' and 'What do you notice?' Can be heard in all classes.	Children show a deep understanding of the maths by providing articulate explanations: going further than just the right answer.	Lessons are rich in concrete manipulatives, pictorial representations, which lead to the abstract.	Children show a belief in their own mathematical abilities and display a 'can do' attitude and enjoy maths lessons.
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Let your Light Shine

Respect Honesty Kindness Thankfulness Forgiveness Perseverance