



Be Brave Curriculum

INTENT – IMPLEMENTATION – IMPACT

Mathematics

INTENT

At Hayfield Cross C of E Primary School, we have adopted a mastery approach to maths in order to deliver the three aims of the National Curriculum, **fluency, reasoning and problem solving**. We believe in growing mathematicians who are well equipped to apply their learning to the wider world environment. Inspired by our school vision, we encourage all pupils to excel in maths and to 'Be Brave' taking risks knowing that God is with them (Joshua 1:9). New mathematical concepts are introduced using a 'Concrete, Pictorial and Abstract'; approach; enabling all children to experience hands-on learning when discovering new mathematical concepts/topics, and allows them to have clear models and images to aid their understanding. Our approach aims to provide all children with full access to the curriculum, enabling them to develop independence, confidence, competence, logical reasoning and the ability to think in abstract ways within all areas of mathematics.

IMPLEMENTATION

- At Hayfield Cross, Maths is taught daily through high quality teaching; delivering appropriately challenging work for all individuals. This allows children to always strive to better themselves. Lessons from Year 1 to Year 6 all follow the same teaching sequence, which is:
 - Warm up: This focuses on consolidation, both of recent and prior learning.
 - New Learning: Introduce the maths concept for the day.
 - Talk Task: Children explore the new concept with a partner, using mathematical vocabulary to discuss their findings and further challenge their thinking and understanding.
 - Develop Learning: This is where we build on the new learning.
 - Independent Learning: Our independent tasks are differentiated in at least 3 ways. The children are encouraged to choose their own level of challenge based on the teaching within the lesson. All of our children are confident learners who strive to challenge themselves. This means that they can flexibly move between challenges within a lesson.
 - * Below Age Related Expectations: For children that are working below the expected level or may need extra support or practice to understand a concept.
 - ** Working on fluency, reasoning and problem solving at the expected level for the year group.
 - *** A mastery task.
 - Plenary: Time to review, recap, extend, make links between learning and previous learning and to celebrate successes.
 - To support our teaching, particularly for learners using the concrete approach, we have a range of mathematical resources in classrooms including Numicon, Base10, counters, place value cards etc. These are all stored in easily accessible 'Maths Toolkits' which the children access independently throughout our maths lessons.
 - We use a range of planning resources including those provided by the White Rose Hubs, NCETM and NRICH.
- We continuously strive to better ourselves and frequently share best practice.
- Through our teaching we continuously monitor pupils' progress against Key Performance Indicators (KPIs) for their age, making formative assessment notes to inform our discussions in Pupil Progress Meetings and update our school assessment tracker. The purpose of all assessment is to always ensure that we are providing excellent provision for every child.
- Buzz points happen throughout the year with specific maths themed days and event. These events encourage the children to discover new information in an exciting, practical and stimulating way whilst being given the opportunity to work with children from other year groups and phases.

IMPACT

- Children are engaged and challenged in maths learning.
- By the end of KS2 children will be **fluent in the fundamentals** of mathematics with a conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Children have the skills to solve problems by applying their mathematics to a variety of situations with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios.
- Confident children that are able to reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.
- Children take responsibility for their progress by using the tools and resources that suit their learning style e.g. toolkits. This makes them more independent and prepares them for the future.