



Mathematics Implementation



Every child has the right to access a world-class education. We exist to empower, enable and inspire children to achieve their every potential through exceptional teaching, innovative approaches to learning, and a community-oriented approach to meeting learners' needs

SAFE	HERE	INSPIRED	NEIGHBOURLY	EXCELLENT
Progression	Assessment	Enquiry-Led	Differentiation	Planning
<p>How EYFS prepares chd for the National Curriculum. Children in EYFS learn using the Mastering Number programme from the NCETM. Children develop a deep understanding of the numbers 1 to 10, learning to talk about the properties of these numbers and to represent them in a variety of concrete and pictorial ways. When ready, children begin to record their mathematics in an exercise book.</p> <p>Moving from Reception into KS1 Children in KS1 continue to access the Mastering Number programme to develop their number sense. Teachers also use the Red Rose Mastery Maths scheme of learning to plan more formal</p>	<p>How we assess key elements Teachers use numerous strategies for formative assessment of children's understanding during all points of a Maths lesson. We also provide opportunities for summative assessment spaced regularly throughout the year. Together, these allow teachers to make judgements about children's progress towards achieving year-group expectations. Teachers will use their assessments to plan future learning in Maths lessons, Key Skills sessions and intervention groups where appropriate.</p>	<p>How opportunities planned are for. Mathematics lessons have planned for opportunities that allow children to practice and develop their questioning and problem-solving skills. All lessons begin with an open-ended problem, which provides opportunities for discussion and for delving deeper. This sets the tone for the rest of the lesson, with children constantly being encouraged to ask questions, spot patterns and make connections. Intelligent practice is used for independent learning, where carefully constructed variation in questioning avoids mechanical repetition and promotes thinking.</p>	<p>More Able learners Greater Depth children are supported through deeper questioning, verbally and through written deeper learning tasks. They are challenged to confidently and fluently apply their learning to a range of new contexts and to choose the most efficient methods for calculations. Children are supported to articulate their reasoning and explanations precisely, coherently and using mathematical vocabulary appropriately.</p> <p>SEND We ensure that children with SEND are provided with equal access to a broad and balanced Mathematics curriculum, that is appropriate to an individual's special educational needs. Learning materials,</p>	<p>Long Term Plans Long term planning is used to ensure that Mathematics is taught as a spiral curriculum, with opportunities for key learning to be revisited and built on throughout the year. Units are sequenced to allow children to make links between the various strands of Mathematics, and to ensure that the appropriate prior knowledge is in place. Subject leader mapping ensures full coverage of the curriculum and the appropriate progression through the year groups.</p> <p>Medium Term Plans For each unit taught, teachers will identify prior learning and establish the key vocabulary, knowledge and skills to be taught. Teachers will plan for the progression of the</p>

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<p>lessons. Learning is still largely based on concrete and pictorial representations and teachers support children to continue developing their mathematical talk and reasoning.</p> <p>Explicit Examples of Progression All strands of Mathematics progress and build upon themselves through the year groups. Children learn to apply their understanding to progressively larger integers and to more complex fractions of numbers. They learn to manipulate the numbers to achieve more complex outcomes and to discuss their reasoning with more precision. Children's methods of calculation build from concrete to pictorial to abstract as they become more familiar with a concept.</p>	<p>What Formative assessment takes place in Mathematics During whole-class work, teachers make assessments through observations of practical work and listening to children's verbal explanations. Guided learning tasks are used as a hinge-point in the lesson, to assess which children are ready to move forwards and to identify misconceptions that have built up. Independent learning tasks allow teachers to assess the strength of children's understanding and their ability to apply this to unfamiliar contexts. Marking moves learning forwards by providing scaffolds, prompts or further challenge.</p> <p>What Summative assessment takes place in Mathematics. End of unit learning checks and end of term tests provide opportunities</p>	<p>Enquiry in Mathematics promotes questions about not merely how to do the Maths, but to understand why this is the case. Children explore maths represented in a variety of ways, including the use of concrete manipulatives and pictorial representations. Their explorations and discussions support children in making generalisations, they can apply to their Maths efficiently.</p>	<p>teaching methods and learning experiences are differentiated according to need. Class Teachers ensure that those activities are stimulating and challenging and promote the best attainment for each learner. This may include differentiated questioning matched to a child's ability but may also include the provision of appropriate support such as practical resources or scaffolding that allows the child to access an age-related lesson.</p>	<p>skills and knowledge through the unit, enabling a coherent sequence of lessons to be taught, where children make strong connections between prior and new learning.</p> <p>Weekly Weekly planning is used to ensure the necessary detail and coverage is prepared for and delivered. Teachers will consider how to break down an objective into small sequential steps, beginning from the class's starting point. They will consider the appropriate resources, manipulatives, scaffolds and questions needed to ensure that the class can learn together without leaving anyone behind.</p>
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<p>The importance of prior learning to support current learning</p> <p>Prior learning provides the starting point for all lessons. Maths Key Skills lessons and/or lesson starters are used to provide advance assessment of prior learning and to practise and revisit prior learning away from the lesson.</p>	<p>for summative assessment away from the point of learning. The results of these assessments are used to guide learning in future Maths and Key Skills lessons.</p>			