



Maths Vision Statement

At Meadow Vale, we hope to promote a love of maths for all our pupils so that they leave us in Year 6 feeling confident and prepared for secondary school and later life.

INTENT

Our maths curriculum aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics through placing number at the heart of our curriculum with daily practice to ensure fluency of number facts
- reason mathematically by following a line of enquiry through ensuring discussion plays a vital role in all lessons. Children are actively encouraged to discuss with peers and teachers, how? Why? using mathematical language
- can solve problems by ensuring problem solving is embedded in every lesson and variation of questions are used to enable children to apply their knowledge to different situations.
- make rich connections across mathematical ideas to develop fluency and are encouraged through variation of questions which can be seen in every lesson and evidenced in the maths books.
- are challenged in every lesson so that they grasp concepts rapidly through sophisticated problems and have opportunities to demonstrate their understanding through creating their own problems.
- are provided by same day intervention as necessary for those who are not sufficiently fluent with earlier material to consolidate their understanding.

IMPLEMENTATION

- Our mastery approach to the curriculum is designed to develop children's knowledge and understanding of mathematical concepts from the Early Years through to the end of Y6.
- In school, we follow the national curriculum and use White Rose Schemes of Work as a guide to support teachers with their planning and assessment.
- The calculation policy is used within school to ensure a consistent approach to teaching the four operations over time.
- To learn mathematics effectively, some things have to be learned before others, e.g. place value needs to be understood before working with addition and subtraction, addition needs to be learnt before looking at multiplication (as a model of repeated addition).
- Our emphasis is on number skills first, carefully ordered, throughout our primary curriculum.
- To ensure there are planned opportunities for children to revisit their learning, teachers allocate time each day for children to recap and embed learning. This, along with an emphasis on questioning and pupil discussion allows for a greater depth of understanding and supports our commitment of a mastery approach.

IMPACT

- Children demonstrate a deep understanding of maths.
- Children display a positive and resilient attitude towards mathematics and an awareness of the fascination of mathematics.
- Children show confidence in believing that they will achieve.
- Each child achieves objectives (expected standard) for year group.
- The flexibility and fluidity to move between different contexts and representations of maths.
- The chance to develop the ability to recognise relationships and make connections in maths lessons.
- Mathematical concepts or skills are mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations.
- Children are able to discuss their reasoning, focusing on how they know using what they know to support their learning.