

**Position Statement 2024-25  
MATHS**

**INTENT- What are we trying to achieve?**

As Mathematicians our children will develop **fluency in the fundamentals** of Mathematics so they can **enjoy problem solving and reasoning Mathematically** with confidence and curiosity.

Our staff deliver highly engaging Maths lessons that promote an enjoyment of Mathematics and nurture a confidence in children to 'have a go'. Our children become inquisitive, **resilient** Mathematicians that can apply their skills in a range of contexts and **make connections between Mathematics and the world around them.**

We develop children's ability to **articulate**, discuss and explain their thinking using mathematical vocabulary.

We enable children to develop **Mastery in Maths**, whilst ensuring all children achieve the appropriate age-related expectations.

**SEND children**

We ensure challenge and ambition for all children by knowing our individual children's needs well. We aim to **keep our children together** with everybody studying the same unit and being provided with support and challenge as needed. We respond and **adapt our teaching** by removing barriers and providing **targeted support.**

**CPD**

Maths Hub East Midlands West:

- Sustaining Mastery (5<sup>th</sup> year)
- Sustaining Mastery (4<sup>th</sup> year)
- Working from a Textbook
- Revisiting the 5 Big Ideas
- Preparing for Ofsted

Mastering Number Workgroup

Staff Meetings:

- Mastering Number roll out
- Revisiting Mastery

Collaborative Planning in Year 1 & 2 with Year 2 colleagues

**IMPLEMENTATION**

We use the **White Rose Maths Scheme** to inform our planning and teaching of a **Mastery Mathematics** curriculum. We have invested in high quality **CPD from the MathsHub** to ensure our teaching staff are confident to plan and teach Mastery Mathematics lessons. Teachers can make **carefully considered adaption**s to meet the needs of their class while remaining consistent in their approach across the Key Stage and planning for clear progression of knowledge and skills using the **small steps, lesson plans, PowerPoints and Worksheets** from White Rose. Staff have a good understanding of the 5 Big Ideas in Teaching for Mastery which informs their decisions around planning and teaching.

We use '**Ready (Red), Steady (Amber), Go (Green) challenges** on our adapted worksheets to challenge **all** children and to support the concrete, pictorial, abstract process. We use 'Blue' challenges to challenge children at '**Mastery with Greater Depth**' with a heavier weight on problem solving and reasoning and our questioning encourages children to use key mathematical vocabulary with confidence.

**Mastering Number** is used as a whole class intervention of 15 minutes daily additional Fluency practice in KS1. It is used by Reception teachers to inform planning and ensure consistency from EYFS to Year 1.

**Flash Back 4** is used to revisit learning from the previous lesson, the previous week and the previous unit and to assess sticky knowledge. **Sticky Knowledge** assessment is timetabled and recorded.

The concrete, pictorial, abstract approach is central to our planning and teaching with **carefully selected manipulatives and representations** (in line with our scheme and calculation policy) being chosen to deepen understanding.

**SEND** children work through the same lesson content and worksheets with scaffolding e.g. quality first teaching, additional adult targeted support, carefully chosen concrete manipulatives, visual aids (number lines etc.).

**IMPACT**

Summative Assessment

- assessing National Curriculum Attainment targets
- assessing small steps White Rose

Evidence

- independent Maths work- books, jotters
- observations- teachers, Tas, student teachers
- assessments (Flash Back 4, End of Unit White Rose, SATS, Sticky Knowledge)
- increased progress against red, amber and green challenges in books

What we do

- measure the impact of what we are teaching children
- identify children not meeting ARE
- catch up or targeted in lesson support for identified children

Mastering Number

- consistency of daily practice of basic number skills
- increased confidence in the way children talk about number
- increased use of mathematical vocabulary

-Ability to subitise

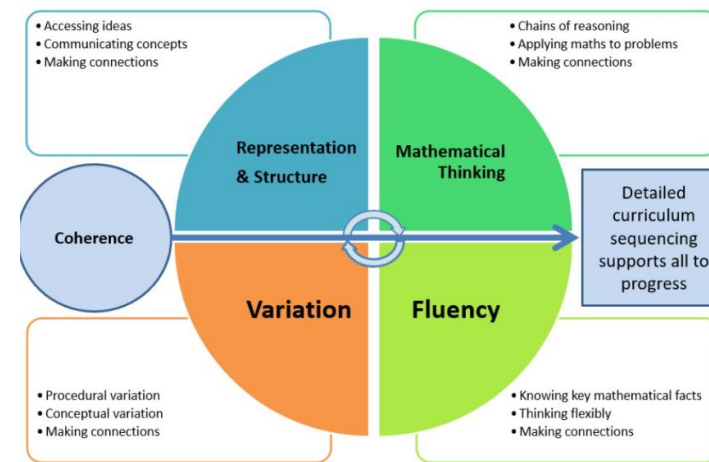
Working Walls

- Make connections between current and prior learning
- Encourage children to articulate mathematical thinking
- Consolidate knowledge
- Encourages new learning

Pupil Interviews

Pupil Interviews reflect the positive attitude and enjoyment children feel towards Maths. They particularly love the worksheet challenges and their 'can do' attitude shines through in their answers to questions.

**Teaching for Mastery**



**MONITORING**

Problem Solving & Reasoning focus- 14.05.24, 20.05.24

**RECENT ACTIONS**

Embedding the Mastering Number Program

Promoting Mathematics teaching and learning to parents through Open Mornings

Assessment – Flash Back 4, Sticky Knowledge, Timetabling, data analysis

Collaborative planning to ensure consistency across the Key Stage

Collaboration with William Lilley and the MathsHub

Completed MathsHub Sustaining 2023-24 Early Years Focus

**NEXT STEPS**

Collaborate with FS1 and FS2 staff to ensure consistency and a smooth transition between curriculums.

Support FS1 & FS2 staff with planning and teaching by collaboratively planning.

Identify training opportunities for Nursery and FS2.

**CULTURAL CAPITAL**

National Maths Day

Storybooks

Baking

Role play areas- shops, Snack time shops

Competitions- ICT games e.g. Hit the Button Leader board