

# Subject on a Page

**Maths**– At Braywood CE School, we aim to deliver an ambitious, exciting Maths curriculum for all children which promotes a true love of the subject.



## Intent: we aim to...

Teach daily through a Mastery approach, recognising that deep learning takes longer but lasts longer as children make connections between new and existing knowledge.

Understand that children make best progress through small conceptual steps based on an assessed need.

Assist children in explaining their thinking, through oracy using precise mathematical language and sentence stems to develop an argument, justification or proof.

Teach the National Curriculum with the understanding that the 5 big ideas of Coherence, Representation and Structure, Mathematical Thinking, Fluency and Variation are highly connected and interdependent.



Use a concrete, pictorial and abstract approach as this best reveals the mathematical structures that we want children to learn.

Make real life, cross-curricular links so that children understand how their maths skills can be applied in and outside of the classroom.



Develop all aspects of fluency through lessons. As a school we focus on developing and securing the instant recall of key facts.



Instil a 'we are all mathematicians' mindset in all children and encourage child dialogue and discussion in every lesson..



Enhance teacher's pedagogical content knowledge to ensure they understand the content, the best ways to teach it, the common misconceptions and how to address them with the most appropriate models.



## Implementation: How we achieve our aims...

### **Make links to previous learning**

Teaching maths topics in longer blocks and making links to previous learning and future learning explicit. This is so children understand concepts as interconnected rather than memorising disconnected facts.



### **Flexible Planning**

Ensuring maths planning is flexible and adjusted. We adapt lessons and the length of time spent on topics in response to the children's learning.



### **Effective Modelling**

Teachers effectively model ideas using manipulatives in all years. Teachers use conceptual and procedural representations to help children understand concepts more deeply and identify patterns in the number system.



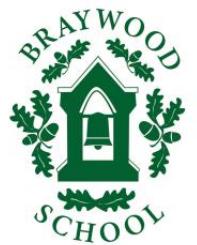
### **Retrieval Practice**

Having regular, retrieval opportunities to revisit previously learned material so that content becomes deeply embedded in children's memories.





## Implementation: How we achieve our aims...



### **Small Steps**



Teaching using small steps, broken down further so that fewer children struggle and using same-day interventions to provide support when needed.

### **Live Marking and Feedback**

Keeping marking and feedback as 'live' as possible in order to address misconceptions in the moment, challenge children appropriately and to ensure marking is as specific and actionable as possible.

### **Effective Assessment**

Using formative and summative assessment tools to address identified gaps in mathematical knowledge and misconceptions.

### **Subject Leader**

The subject leader having a thorough understanding of the pedagogy, current research and content of maths teaching across the school and using this knowledge to develop coaching relationships with teachers and teaching assistants, sharing good practice.



## Impact: How we will know we have achieved our aims...



Impact is apparent through book looks, learning walks and pupil progress meetings. Together they are triangulated to ascertain whether pupils have understood concepts that have been taught, the level of depth to which they have understood it and which gaps and misconceptions need addressing.

Children talk enthusiastically about their Maths and this is evident in the high quality conversations they have with teachers and each other. These opportunities and questioning by teachers quickly ascertain the children's level of understanding and next steps.

Assessment data shows that children achieve high levels of attainment and progress in mathematics with good levels of mastery in each year group.

Children with significant gaps have individual targets identified on their provision plan. Interventions are targeted and close these gaps.

