William Martin Schools and Nursery &
St James' Church of England Primary School

<table>
<tr><th colspan="3">Maths</th></tr>
<tr><td>Learning to Shape our Future</td><td colspan="2">We intend for all our pupils to nurture an interest and enjoyment of Maths, by developing a sense of curiosity and understanding of its influence on everyday life. We aim for our children to become fluent in the fundamentals of mathematics, through regular practice of a variety of activities, increasing the complexity of problems over time, enabling pupils to develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. To reason mathematically by following a line of enquiry, identifying relationships and patterns, developing an argument or proof using mathematical language. To solve problems by applying their mathematics to a variety of questions with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions. Finally, we aim for our children to apply these skills to the world in which they live and be equipped with the resilience, and determination to question and debate when exploring lines of enquiry.</td></tr>
<tr><td>Barriers for the children</td><td colspan="2">Limited global awareness and experiences outside immediate community. Limited independence and resilience. Limited learning experiences in independently problem solving. Limited awareness of cultural diversity and inability to empathise. Limited learning experiences in resilience, SEMH impacting on concentration and engagement.</td></tr>
<tr><td>How We Learn</td><td colspan="2">We want our children to be able to notice similarities and differences in the world around them and everyday life. We also want our children to be able to make links with other subjects and understand that maths is a part of everyday life. They will have the resilience to persevere and find answers through a mixture of adult led and self-directed learning by considering the big question and developing a growth mindset through all experiences they encounter.
The schools follow a Mastery Approach in Mathematics, using a 'Concrete, Pictorial and Abstract' approach. This enables all children to experience hands-on learning when discovering new mathematical topics, and allows them to have clear models and images to aid their understanding. Arithmetic and basic math skills are practised daily to ensure key mathematical concepts are embedded and children can recall this information to see the links between topics in Maths.
We use whole class approach supporting, scaffolding and challenging adapting the learning to the needs of the pupil. White rose, power maths – fluent in five in the mornings.</td></tr>
<tr><td rowspan="2">Mathematical Areas Covered</td><td colspan="2">The curriculum has been split to encompass all the key areas defined in the national Curriculum:</td></tr>
<tr><td>➢ Number & Place Value
➢ Addition & Subtraction
➢ Multiplication & Division
➢ Fractions
➢ Ratio & Proportion</td><td>➢ Algebra
➢ Measurement & Time
➢ Shape & Geometry
➢ Statistics & Data
➢ Money</td></tr>
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Adaptions to ensure all can participate effectively in Maths	• Scaffolding / modelling • Use of malleables / concrete apparatus • Different levels of questions (size of numbers used) • Pre-teaching • Flexible grouping • Visuals / prompt sheets • Regular checking of understanding • Use of resources / equipment • Chunking into smaller steps • Regular feedback	• Talk partners (mixed ability) • Repetition of key skills – daily review • Number of questions • Time warnings • Extra time for processing • Vocabulary available on working walls and matts – with supporting visuals • Use of actions for symbols • Staged praise • Pace • Building on starting points