



**Love Care Respect**

*To aspire to being outstanding in everything we do, by always aiming higher.*

**"Let your light shine in all you say and do."**

***Matthew 5:16***

## **Maths at Wylve Valley**

### Intent:

The national curriculum states '*Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas.*' Mathematics is important in everyday life and, with this in mind, the intention for Mathematics at Wylve Valley is to ensure that all pupils become fluent, can reason mathematically and solve problems.

At Wylve Valley, all children are challenged and encouraged to excel in Maths. We teach our children how to make sense of the world around them by developing their ability to calculate, reason and solve problems. We want our children to recognise and understand relationships and patterns in numbers in the world around them. We expect Mathematics to be utilised as a tool beyond the daily Mathematics lessons and beyond the classroom.

Lesson objectives are taken from the National Curriculum statutory guidelines, with new mathematical concepts being introduced 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.

### Implementation:

Children are taught through mixed year groups and mixed ability whole class lessons. Lessons are planned and sequenced so that new knowledge and skills build on what has been taught before. Teachers follow the Termly Overviews provided by the Maths Subject Leader and plan their lesson sequences using a range of reasons and schemes of work. Each week an arithmetic focus is planned to give children the opportunity to practise and improve their skills with the four operations - Addition, Subtraction, Multiplication and Division.

All children also have access to their own personal account of 'Times Tables Rockstars' where they can compete against other pupils and classes in school.

Lessons use a range of Concrete, Pictorial and Abstract approaches to guide children through their understanding of mathematical processes and our pupils are encouraged to physically represent mathematical concepts.

- Concrete - children have the opportunity to use concrete objects and manipulatives to help them understand and explain what they are doing.
- Pictorial - children then build on this concrete approach by using pictorial representations, which can then be used to reason and solve problems.
- Abstract - With the foundations firmly laid, children can move to an abstract approach using numbers and key concepts with confidence.

Homework is set to develop and review children's learning. Where possible, links are made with other subjects across the curriculum.

### Impact:

As a result of our Maths teaching at Wylve Valley, you will see:

- Engaged children who are all challenged.
- Confident children who can talk about Maths and their learning and the links between Mathematical topics.
- Lessons that use a variety of resources to support learning.
- Different representations of mathematical concepts.
- Learning that is tracked and monitored to ensure all children make good progress.

At Wylve Valley, we expect that by the end of Year 6 our children will:

- become fluent in the fundamentals of mathematics
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations.
- solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication.

In order for this to happen, the Mathematics Subject Leader and the Head Teacher will take responsibility for the monitoring of the Mathematics curriculum and the standards achieved by the children. They will monitor these standards at least once every half term. This monitoring takes the form of:

1. Lesson observations and feedback;
2. Learning walks and pupil voice conversations;
3. Planning scrutiny followed by support where necessary;
4. Book scrutinies on a frequent basis;
5. Termly data analysis.

Data is collected termly and all teachers contribute to a termly Pupil Progress Meeting where the data is analysed and targets are made by highlighting 'stuck' pupils and focusing on next steps.