

Nurture a productive attitude towards maths, and one that challenges all learners.

Build a 'growth mindset' that allows children to discover that maths is fun, and nothing to be feared.

Develop fluency and long-lasting skills through a rich and interactive curriculum and pedagogical approach.

Ensure progress from EYFS to Y6 through rich teaching, challenging lessons, and intelligent questioning.

Support and stretch all learners, using a consistent and language-rich approach to maths.

Bring maths to life, for teachers and children, through engaging and well-planned lessons.



IMPLEMENTATION – How do we achieve our aims?

Planning:

Maths is planned using the White Rose scheme of learning. We chose this to achieve a consistent approach through which the children – regardless of their age – will experience maths in a recognisable way each year. Language is consistent, and the sequence of learning for all children is clear. Progression is achieved through careful planning and delivery of 'blocks', through which layers of learning and 'small steps' take place every day.

Recording:

Maths lessons take place every day in every class, and progress is recorded in various ways. In EYFS. Maths is very practical and is evidence through play, photos and discussion; all older year groups have individual books, in which the teacher monitors progress and attainment against age-related expectations. Smartfiles, whiteboard, jotters, morning work books and photos supplement the traditional maths books, which is favoured by our school. Our books tell the story of each child's maths journey, and forms an important part of assessment for learning.

Assessment:

Assessment in maths – formative, summative, live or peer-assessed – is an important part of progress and attainment. All teachers conduct termly assessments, but real progress is measured at the time of learning, whether that be a class discussion, a piece of work, or a peer-to-peer question. Teachers are constantly assessing through rich questioning and intelligent practice. Assessment at Lowdham is timely and manageable: we assess to inform our teaching and identify areas of development. Children are involved in their own assessment through end of block tests, fluency quizzes, TTRS software and regular questioning in lessons.

Vocabulary:

Developing the use of the correct vocabulary in Maths is vital for consistent progress and high-quality discussion. In all year groups, teachers will use and expect appropriate language at all times. Standards will be high and terminology such as 'What would a common wrong answer be, and why?; How do we know this is right?' Could you show this in a diagram?; 'What have they done wrong?' will be heard. STEM sentences are commonplace and children are exposed to technical vocabulary early in their learning.


EYFS:

Maths is not a subject or a lesson in EYFS, but a way of thinking, talking and showing. Children are introduced to visual, audio, manipulative, abstract and concrete representations of numbers and value. Maths weaves its way through every hour of the day in EYFS. We use statutory guidance, but adapt our teaching to suit the children at Lowdham.

Values: 'SHINE LIKE STARS'

Love others: *everyone learns at different speeds* **Reach out:** *help others when they need it*
Everyone join in: *maths is not scary; talking is learning* **Never give up:** *maths can be a battle, but one that can be won!*
Always do your best: *our attitude determines our latitude*

SEND: Our SEN children deserve full access to maths lessons, and our teachers will carefully plan lessons to remove barriers to entry for these children. Teachers and TAs will be aware of individual targets and needs of their children, and ensure maths lessons are fun, progressive and meaningful for each child. Written evidence will differ for some children: photos, games, iPads and scrapbooks are often used at Lowdham to record work and help our SEND children make progress in maths.



IMPACT – How do we know if we've achieved our aims?

Maths books show the progress story for each child.

Children use language appropriate for that discussion: STEM sentences and technical vocabulary.

Terminology such as 'prove it', 'agree/disagree', 'likely/unlikely', 'what mistake has been made?' can be heard in all classes.

Children can articulate an idea, rather than just provide an answer... 'I know because...'

Lessons, resources and discussions are rich in question, rich in representation, and rich in talk.

Maths is not just for mathematicians: children show a belief in their potential to learn maths.