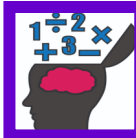
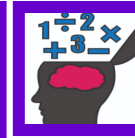


'Pure mathematics is, in its way, the poetry of logical ideas.' (Einstein)



# Maths at Clapgate



'Better to solve one problem five ways than five problems one way.' (Polya)

## Vision



Pupils at Clapgate will experience deep maths learning in order to become life-long mathematicians and confident problem-solvers. They will think, make sense and reason about maths and the world around them. They will question and respond to questions with intuition and they will think openly and freely. Our pupils will view mistakes as learning opportunities and use the learning from them to make positive differences to their lives.

## Vocabulary



Our maths lessons develop vocabulary and oracy through partner talk and whole class discussion, the expectation that children talk and answer questions in full sentences and through rich questioning.

Our pupils engage in speaking and listening through teaching methods such as choral and individual use of stem sentences, rephrasing the response and the use of talk partners.

We understand the importance of fostering a love for the learning of mathematics, supported by encouraging and positive staff who help our children to build resilience and independence. We use the mastery approach throughout school and resources from White Rose Maths scheme of work from EYFS to Year 6. We also use the NCETM's Mastering Number programme from EYFS up to Year 3.

Pupils at Clapgate know that their maths learning is about asking questions and thinking about relationships. They understand that their role is to think and make sense of maths. In order for our pupils to become fluent, to reason and to be problem-solvers our lessons are:

- active and use concrete and pictorial resources to support the abstract.
- challenging and enjoyable.
- designed to encourage pupils to enquire, pattern-see and make connections.
- rich in mathematical talk.
- responsive to the needs of each pupil.
- based on the expectation that pupils are responsible for their own learning and the belief that all children are capable of being successful mathematicians.
- differentiated through questions, representations, resources and teacher/TA support rather than ability groupings and different tasks.

## Keep up and catch up



Through formative assessment, we identify children who are at risk of developing gaps in their learning and address these within lessons, or through interventions, pre-teaching and through precision teaching. We adapt our teaching, use retrieval practice and revisit prior knowledge to ensure that children are supported in learning mathematics.

## SEND

Children who are struggling to access the learning at the expected level for their age group are assessed and then given quality teaching and learning at the appropriate level in small groups where necessary.

## Assessment

Alongside daily formative assessment (roving the room, TA feedback, listening to and questioning pupils, evaluating lesson outcomes), we use the White Rose Maths unit assessments to pinpoint particular learning needs. We use the White Rose Education assessment papers which are carried out at the end of each term. Regular pupil progress meetings support our assessment of the pupils. Statutory assessments and the Multiplication Tables Check (MTC) are carried out at the end of Key Stage 2 and Year 4 respectively.