

## Intent

Maths is a journey and long-term goal, achieved through exploration, clarification, practice and application over time. At each stage of learning, children should be able to demonstrate a deep, conceptual understanding of the topic and be able to build on this over time.

### We intend to do this by:

- \*Ensuring our children have access to a high quality maths curriculum that is both challenging and enjoyable.
- \*Providing our children with a variety of mathematical opportunities, which will enable them to make the connections in learning needed to enjoy greater depth in learning.
- \*Ensuring children are confident mathematicians who are not afraid to take risks
- \*Fully develop independent learners with inquisitive minds who have secure mathematical foundations and an interest in self-improvement

## Implementation

\*Long, medium and short term planning that is progressive and cohesive across the year group and provides opportunities to revisit

\*Teach lessons that are designed on the principle of "Pictorial, Concrete, Abstract"

\*Provide quality first teaching in line with the teaching standards

### \*All teachers:

1. 'Know where their children are' through the use of concise summative assessment, prior learning, assessment, maths talk
2. 'Understand where their children need to be' through a secure understanding of year group expectations and/or pre key stage expectations and incisive, ongoing, formative assessment
3. 'Know how they are going to get them there' through the use of a range of strategies to promote independence, mastery and high expectations of ALL.
4. Plan for progression during and between lessons.

## Impact

To measure impact we will ask:  
What impact has the above had on:

- \*Quick recall of facts and procedures
- \*The flexibility and fluidity to move between different contexts and representations of mathematics.
- \*The ability to recognise relationships and make connections in mathematics

A mathematical concept or skill has been *mastered* when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations.

This will be assessed through assessment, tracking, pupil progress meetings, performance management, moderation and standardisation

## Our priorities to improve Maths are:

- \*LTPs that are cohesive across the year groups
- \*MTP that allow for progression
- \*Providing opportunities to revisit learning
- \*Identify and address misconceptions
- \*Accelerate progress for all under achieving children

## In a maths lesson at TLEA, you will see:

- \*Lesson which are well paced - "teacher talk" is limited.
- \*Working Walls which reflect the current topic and are an aid to children's learning
- \*A climate for learning that is calm and engaging
- \*Practical resources
- \*All children will be challenged at THEIR level (chillies)
- \*Misconceptions being anticipated and addressed
- \*Teachers follow the "Concrete, Pictorial, Abstract" principle

## Maths In A Nutshell

### Our Non Negotiable:

- \*Toppers for EVERY lesson show a clear outcome and steps objectives needed to achieve
- \*Books are marked after every lesson and feedback given where appropriate
- \*MTP are completed and put on staff shared by the last day of the previous term
- \*Daily lesson planning is passed on AT LEAST the night before so it can be adapted
- \*All abilities will access PS & R
- \*Extensions will be available

## How we identify and tackle children's misconceptions and underperformance:

- \*KIRFs will be taught alongside appropriate units
- \*Planning will take into account previous learning and is assessed at the beginning of each unit
- \*FRAYER MODEL used to develop understanding
- \*Misconceptions are anticipated, planned for and addressed
- \*Focused group identified in each lesson (pitting)

## What we do to assess our children:

- \*AFL within lessons is effective and is used to inform subsequent lessons
- \*Warm up/Pitting task assess prior/current understanding to establish focused groups
- \*Target Tracker is updated at the end of every unit taught - monitor progress
- \*Pupil Progress meeting identify core groups
- \*Formal assessment data drop x3