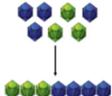
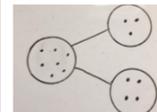
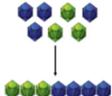
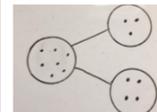
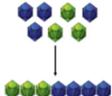
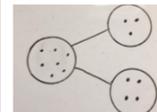


What Mathematics looks like at our school?	This is our philosophy:	This is what we plan to do:						
<ul style="list-style-type: none"> ● <i>Teaching that engages pupils whereby children are given enjoyable opportunities to learn and explore, fostering a love of mathematics.</i> ● <i>A well planned progression of skills to enable children to work on and develop new skills including discreet focus on Fluency, Reasoning and Problem Solving.</i> ● <i>Learners think for themselves and take responsibility for their own learning.</i> ● <i>Mathematical concepts are developed in real life situations.</i> ● <i>Opportunities for children to reflect upon and evaluate learning which in turn informs future learning and planning of next steps.</i> ● <i>Mathematics is given a high profile across the curriculum. Children are able to reason logically, problem solve and reason</i> 	<ul style="list-style-type: none"> ● Children are given opportunities that are fun and develop a love of the subject and an appreciation of the practical application of Maths in their day to day lives and their future learning. ● Learning is set in context, utilising cross curricular links whenever possible. ● Teachers strive to provide high quality modelling and scaffolding of skills supporting fluency of method. ● Reasoning is at the heart of everything to facilitate mastery and greater depth of learning. ● Use of Haylock and Cockburn approach (Concrete/Images/Symbols/Experiences). <div data-bbox="730 901 1500 1093" style="border: 1px solid black; padding: 5px;"> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #4a86e8; color: white;"> <th style="padding: 5px;">Concrete</th> <th style="padding: 5px;">Pictorial</th> <th style="padding: 5px;">Abstract</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px; vertical-align: top;"> <small>Combining two parts to make a whole (use other resources too e.g. eggs, shells, teddy bears, cars).</small>  </td> <td style="padding: 5px; vertical-align: top;"> <small>Children to represent the cubes using dots or crosses. They could put each part on a part whole model too.</small>  </td> <td style="padding: 5px; vertical-align: top;"> <small>4 + 3 = 7 Four is a part, 3 is a part and the whole is seven.</small>  </td> </tr> </tbody> </table> </div>	Concrete	Pictorial	Abstract	<small>Combining two parts to make a whole (use other resources too e.g. eggs, shells, teddy bears, cars).</small> 	<small>Children to represent the cubes using dots or crosses. They could put each part on a part whole model too.</small> 	<small>4 + 3 = 7 Four is a part, 3 is a part and the whole is seven.</small> 	<ul style="list-style-type: none"> ● <i>Provide a well planned progression of skills to enable children to work on and develop new skills including discreet focus on Fluency, Reasoning and Problem Solving.</i> ● Reactive planning and careful deployment of support and specialist staff. ● Teachers recognise children's achievements and use to carefully plan next steps. ● Use of NCETM, and White Rose resources and indicators to support working at greater depth. ● Children continuously given opportunities to discuss their work using sentence stems to justify reasoning. ● Positive use of mistakes/misconceptions. ● Provide lively and stimulating learning environments. All classes to have Numeracy Help Desks containing readily available resources.
Concrete	Pictorial	Abstract						
<small>Combining two parts to make a whole (use other resources too e.g. eggs, shells, teddy bears, cars).</small> 	<small>Children to represent the cubes using dots or crosses. They could put each part on a part whole model too.</small> 	<small>4 + 3 = 7 Four is a part, 3 is a part and the whole is seven.</small> 						

<p><i>applying skills in other areas of the curriculum.</i></p>		<ul style="list-style-type: none"> ● Pre-teaching and/or immediate interventions to prepare children for next day's teaching. ● Actively involve parents in their children's learning. ● Regular book scrutinies, learning walks, pupil interviews, staff audits etc.
<p>This is what you might see:</p>	<p>This is how we know our children are doing well:</p>	<p>This is the impact of our curriculum:</p>
<ul style="list-style-type: none"> ● Happy, excited and engaged learners ● Open ended investigations – low threshold, high ceiling tasks. ● A range of representations of calculations. ● Individual, paired and group work. ● High quality modelling of vocabulary and skills. ● A range of activities including practical and use of technology. ● Self-motivated pupils who persevere. ● Children talking about, explain and reflect upon their learning. 	<ul style="list-style-type: none"> ● Marking and feedback. ● Photograph and video evidence. ● Displays of work. ● Termly assessment and tracking data. ● Pupil progress meetings. ● Pupil observations. 	<ul style="list-style-type: none"> ● Children who enjoy mathematics. ● Confident and inquisitive learners who can talk about their mathematics. ● Children with depth of understanding and ability to apply and transfer skills to new contexts. ● Independent learners who think for themselves and take responsibility for their learning to achieve a good level of numeracy. ● Good levels of understanding of mathematical vocabulary and notation. ● Successful learners.

<ul style="list-style-type: none">• Flexible provision reflecting differing learning needs and styles.• Daily basic skills sessions.		
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