



**Vision**

*'Achieving together † Learning for life in all its fullness'*

**Our vision is to be a school rooted in clear Christian values, where children participate, excel and are proud of their achievements.**

**Intent**

At St Lawrence C of E Primary, we know that Maths is a skill we use daily and is an essential part of everyday life. Therefore, our mathematics mastery approach forms an important part of our broad and balanced curriculum where we endeavour to ensure that children develop an enjoyment and enthusiasm for maths that will stay with them throughout their lives and empower them in the future.

Our maths curriculum is progressive and based on the White Rose Scheme of Learning that teaches in small steps from EYFS to Year 6. As a school, we recognise that the key to unlocking the potential in our children is through the development of basic mathematical skills and the understanding of mathematical concepts. We therefore place great emphasis on the use of concrete resources and pictorial representations at all ages, to enable children to fully understand the concepts and principals, when presented with abstract calculations and questions. We use mistakes and misconceptions as an essential part of learning and provide challenge to deepen understanding.

**Implementation**

Our Mastery Maths approach is taught through daily lessons and additional sessions devoted to number proficiency and times tables. Progression documents such as our calculation policy are carefully used to ensure that children are not being stretched outside their year group but rather deepened within it. Within daily teaching, children have links to previous/current learning through the Flash Back 4 activities. Daily assessment is incorporated throughout the lesson through live and verbal feedback.

Termly assessments are used as a diagnostic tool to ensure that teachers are adapting learning to meet the needs of all children and ensure that any necessary interventions are targeted specifically to meet the needs of the children. Where children require additional support, 'scaffolds' are used to support children further to ensure that they have secured the small step before moving on. These 'scaffolds' may be in the form of returning to concrete resources or pictorial representations. For children who understand a concept quicker, challenges are used to deepen and challenge learners further within the curriculum area.

Times tables play an important part in our maths learning, with children developing their fluency in rapid recall of tables up to 12 x 12 by the end of year 4. While the rapid recall of times tables are being developed, children are also learning how to apply and manipulate their understanding of this to reason and solve problems.

**Impact**

As a school, we strive to ensure our children's progress is in line with or exceeds their potential, whatever their starting point in primary education. Using the mastery White Rose curriculum will ensure our pupils are academically prepared for life beyond primary school and throughout their educational journey. Children are encouraged to talk and challenge mathematical concepts. Through this, children can address misconceptions, experience challenge, provide reasoning and problem solve together. We often ensure that mathematical concepts have real, everyday references to them, allowing children to make connections between their learning and life.

We aim to ensure that all pupils, on leaving St Lawrence C of E Primary School will:

- Have a love and enjoyment of the subject
- Be fluent in arithmetic skills
- Approach reasoning and problem-solving tasks with resilience, and be able to draw on a variety of strategies to help solve these problems
- Use mathematical language accurately and confidently to express their ideas
- Understand the importance of Maths and its links to other subjects and the wider world

**How we support children with Special Educational Needs in this subject area:**

We believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. This means that every child, including those with a Special Educational Need, should have access to a high standard of 'Quality First Teaching' throughout the day in every curriculum subject. Teachers use a range of teaching and learning styles and appropriate learning objectives are set for all children with a curriculum matched to their needs.

In mathematics, our pupils with a Special Educational Need are supported by using a small step progression of skills. This allows children to make progress from whatever their starting point and guidance on differentiation is provided to all staff. This differentiation might include classroom organisation and grouping, visual resources, pre and over learning of key vocabulary and questioning, enabling all children to reach their potential in Mathematics. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. This support may be through differentiated work, visual resources, 1 to 1 and small group work, paired work, individualised learning or practical activities.