

## Maths at Mountford Manor School

As a primary school, it is our duty to ensure that children have a concrete understanding of subject knowledge and skills. The Mastery learning model forms the basis of maths teaching. This model means that our focus has shifted away from accelerating children through each step and has moved towards slowing down and looking at each area of mathematics at a deeper level. When maths was taught previously, some children were moved rapidly onto the next area without a secure understanding. This led to some children having gaps in their knowledge that became apparent further up the school.

Our belief is that no child should be left behind and that every pupil will have the opportunity to access age appropriate learning. We focus on the majority of children achieving what is expected of their age group and not going beyond this. Children will be given the tools, manipulatives, picture cues and other resources that they require along with any additional support, to allow them to access the same learning as their peers. The children that rapidly grasp a concept will be encouraged to slow down and deepen their understanding. Evidence shows that children need to be able to understand a concept, apply it in a range of situations and be creative with it in order to truly master maths.

In essence, this means working towards:

- **Teach less, learn more** - focussed content, evidencing learning and progress
- **No child being left behind** - the majority of children are enabled to keep up every day. For example, through support, questioning and resources.
- **Understanding real life applications** - wherever possible for learning to be relevant and not abstract, to teach with a clear purpose. For example, turning the classroom into a shop for money week.

**We aim for all pupils to:**

- Become fluent in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- To be able to solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios
- To reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.

- To have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately to be successful in mathematics.

**In short, in our school mathematics will look like:**

- Teaching all pupils in class, together, most of the time (when and where appropriate)
- Marking in the moment - we will be giving children constant feedback on their understanding and will be moving on the rapid graspers much more quickly in order to deepen their understanding. Misconceptions will be addressed 'live' as they happen.
- Spending longer on one idea in order to embed this more deeply.
- Giving pupils who need it additional support over shorter more intense timescales - ideally in advance or on the same/next day - to prevent gaps in learning occurring
- Giving pupils who need it additional support to challenge them and apply their thinking including previously high attainers who need to be challenged.
- Regular accurate teacher assessment