



## Intent

Our vision of Maths at Lanesfield centres on the key belief that all pupils can do maths. We aim to develop well-rounded mathematicians who have a resilient, growth mind-set. We aim for pupils to develop a deep understanding, allowing them to apply their mathematical knowledge to reason and problem solve. Our curriculum enables children to develop their knowledge and make connections to how mathematics is used in everyday life across the world. This supports our vision that children can become whatever they want, and there are no limits to what they can do.

A concrete, pictorial, abstract approach is used throughout school to support children's understanding and helps to structure learning new concepts. Key knowledge is revisited throughout children's time at Lanesfield to ensure learning is emended and can be confidently applied. At Lanesfield, we view learning with a 'can do' attitude, supporting our 'Lanesfield loves learning' motto.



## Implementation

At Lanesfield, we have a number of resources to support teaching and learning. All of our resources follow the national curriculum objectives and break down concepts allowing a breadth of learning within each strand of mathematics.

At Lanesfield, we believe the key to developing a deeper understanding is by applying a concrete-pictorial-abstract approach. This can be applied to a variety of contexts in diverse ways. Children are encouraged to work closely with their learning partner, to think aloud and support yet challenge each other's ideas.

Children work both collaboratively and independently when solving maths problems and work towards a resilient attitude.

Resources and manipulatives are available to children to help support their own learning. Manipulatives may be given by teachers to support a particular aspect of maths, but children also have the freedom to choose how they can support their own learning, by selecting their own manipulatives. As a school, we are very privileged for each child to have their own iPad, which also gives them access to online resources such as TTRockstar, White Rose maths and Century. Our iPads are also used within lessons for children to complete independent activities.

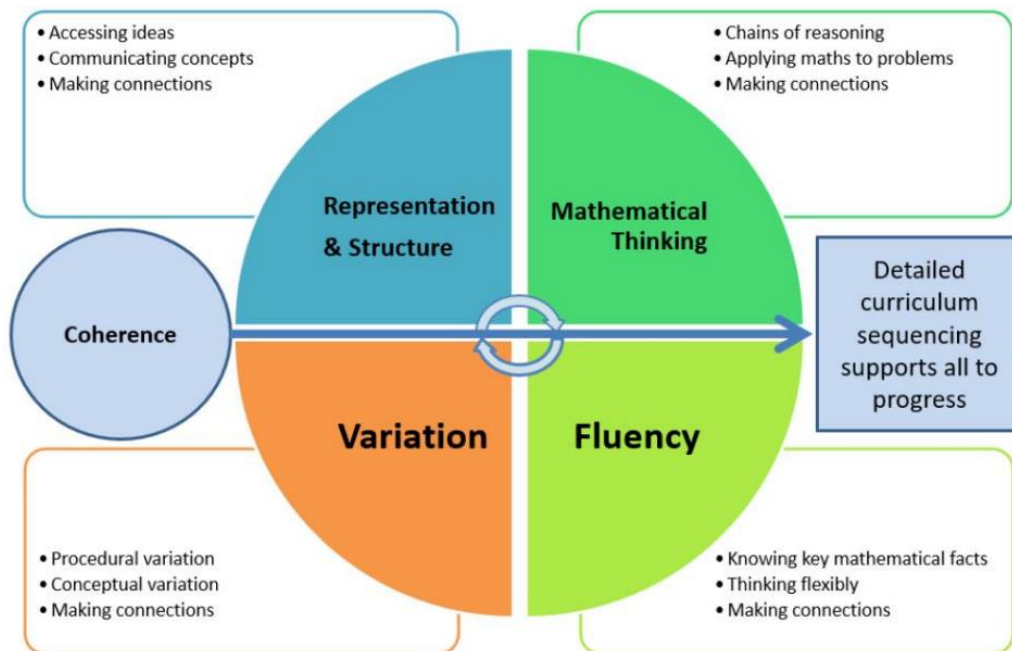
Children receive a minimum of five maths lessons a week. Alongside this, children also have daily arithmetic lessons and a weekly reasoning lesson. We also have weekly times table lessons to work towards children being able to rapidly recall multiplications up to  $12 \times 12$  by the end of year 4. We also work hard to ensure maths is used cross-curricular, in subjects such as science and topic. Correct vocabulary is also used by teachers and is specific to year groups. This is outlined in our vocabulary map. One way we ensure children are using mathematical vocabulary is by embedding STEM sentences into every mathematical lesson. This ensures children not only understand the vocabulary, but also the context in which it is being used.

Daily assessment is incorporated throughout the lesson through live marking and verbal feedback to ensure misconceptions are identified and addressed promptly.

Where children require additional support, 'scaffolds' will be put into place to ensure understanding is secure, before moving onto the next step. This takes place in the lesson, but also as intervention after the lesson which is completed with the child as soon as possible. As a school, our summative assessment takes place in the form of local authority assessment papers. These are completed twice a year, and analysed to identify strengths and areas of development within our school. This helps to identify what year groups and areas of mathematics need more focus.

All staff have access to CPD and further training, if they would wish to develop their knowledge and understanding. We also have annual training as a school lead by the local authority to help our teachers be the best they can be.

## Teaching for Mastery





## Impact

The impact of our mathematics curriculum is that children leave Lanesfield with a love of mathematics and feel confident to develop this as they move onto the next steps in education.

We want children to be able to apply their mathematical knowledge to the 'outside' world and use the skills they have acquired in their daily lives. We strive for children to have a positive view of mathematics, in a learning environment that not only allows mistakes, but actively encourages them. We believe that children have to make mistakes in order to learn and develop a deeper understanding. At Lanesfield, children are confident to 'have a go' and support their own learning by using manipulatives. Our maths books show a high standard of maths, which demonstrate three key aspects: fluency, reasoning and problem solving. Our intended impact is that through feedback and support, children will strive to be the best version of themselves and be confident mathematicians. By the time children leave Lanesfield, we want them to be ready to face new challenge and continue to build on the knowledge they have gained from their time at Lanesfield.