



# Maths

## Intent

The intent for maths is based on our curriculum driver: be brave. This driver underpins our approach to learning by providing opportunities for all our children to challenge themselves, take risks and build resilience. We want every child at WIS to feel confident and love maths. To achieve this, we intentionally slow down to notice mathematical ideas and concepts and focus on the children's depth of mathematical understanding. This ensures that key skills and understanding are embedded. We initially avoid focusing on speed of response in maths. We build 'speed of response' through carefully chosen daily activities in our WIS quiz. This improves the children's confidence, avoids maths anxiety and ensures that the children love maths. These elements combine to ensure that changes are made to the children's long-term memory.

## Implementation

In Foundation 2, we follow the EYFS Statutory Framework. In Key Stage 1, we follow the National Curriculum. At the start of each lesson, the children complete a WIS quiz which recaps previous learning in maths. Longitudinal learning is included in the WIS quiz and is also taught through regular classroom routines. For example, measuring water for our class plants and telling the time every day. We have split our academic year into three terms: autumn, spring and summer. For each term we have carefully planned maths coverage to build on mathematical concepts and understanding. The quality of teaching and learning in maths will be monitored during the year and data collection points will take place at three points throughout the year.

In key stage 1, the 'White Rose' overview' has been adapted and reorganised to enable a strong focus on place value and number. Some 'units' have been slimmed down as they are covered by our longitudinal learning such as using units of measurement. In EYFS, we follow the White Rose Maths mastery-based schemes of learning, which are designed to gently introduce concepts of number and support early mathematical understanding. Numberblocks is used alongside this to secure and embed concepts of number, reinforcing early mathematical skills. Each term is broken down into blocks, and these blocks are further divided into easy, logical steps that sequentially build on key mathematical concepts and principles over time, in line with the Early Years Statutory Framework. The 'Number Sense Programme' is used for maths interventions at different points in the year in KS1.

We encourage the children to share, discuss and celebrate their mathematical mistakes so that they can be used as a learning opportunity. The 'Learning Powers' enable the children to take control of their learning. The children are encouraged to be brave and independent through the use of their 'Learning Powers' which provide the children with guidance on what to do when they are stuck.

Our lessons are carefully designed to build the children's confidence and ensure that they can be brave. Our lesson design focuses on the following:

- WIS quiz – key skills and knowledge are rehearsed and embedded (speed of response is developed here)
- Noticing activity – taking time out to notice and talk about mathematical ideas and concepts
- Stem sentence or generalisation – a sentence to support learning and/or embody a mathematical concept
- Guided Practice – the teacher guides the whole class through a series of small steps to develop the children's understanding of the mathematical concept. The children are guided and supported by the teacher through these small steps. This enables the teacher to check the children's understanding and ensure that the children are supported if necessary, during reciprocal practice.
- Reciprocal practice – structured learning challenges (low floor, high ceiling) enable all children to work on fluency, problem solving/reasoning and promote challenge
- Plenary – an opportunity to celebrate children who have been brave during the lesson and have used their learning powers and have shared their mistakes. We use the mantra, 'mistakes make your brain grow.'

### **Impact**

All children will be exposed to high quality teaching and learning that contributes to deep learning and changes being made to their long-term memory. We assess learning against the non-statutory curriculum guidance for the EYFS, Development Matters (DFE 2021), the early years foundation stage profile and the national curriculum objectives. As a school, we understand that deep learning takes place when knowledge and concepts are revisited regularly and when children see the interconnectivity of mathematical concepts. We will ensure that children are resilient when learning mathematics and our lessons are designed to alleviate maths anxiety. This will ensure that children become confident, happy mathematicians.

## **Maths and SEND**

For pupils with SEND, adaptations may be made which are based on the child's individual needs. We ensure that pupils with SEND are appropriately challenged by:

- Using teaching methods which match the needs of children.
- Chunking content into smaller steps and ensuring the curriculum is designed to reduce excessive or unhelpful demands on working memory.
- Ensuring adaptations are based on individual needs and aim to retain ambition for pupils with SEND.
- Understanding that, for pupils with more complex SEND needs, it may be appropriate to have different curriculum expectations.
- Using the 'Number Sense' programme where appropriate to embed understanding of numbers to 20 and the number system.