



## Mathematics

<p style="text-align: center;"><b>Intent</b></p> <p><i>Padiham Green is a Christian School where everyone is valued. We want our children to LOVE, to LEARN and to SHINE on their journey.</i></p>	<p style="text-align: center;"><b>Implementation</b></p> <p><i>As a school family we set good examples for all our learners. Using gospel values, we guide everyone along the right path.</i></p>	<p style="text-align: center;"><b>Impact</b></p> <p><i>'Life in all its fullness' (John 10:10)</i></p>
<ul style="list-style-type: none"> <li>• <i>Mathematics equips pupils with the uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem solving skills and the ability to think in abstract ways.</i></li> <li>• <i>The National Curriculum order for Mathematics describes what must be taught in each key stage. Our school follows the Mathematical programme of study 2014 which provides detailed guidance for the implementation of the National Curriculum for Mathematics. This ensures continuity and progression in the teaching of Mathematics.</i></li> <li>• <i>In the Foundation Stage, where Mathematics is defined as a specific area and divided into number and Numerical patterns, the children are engaged and challenged with age appropriate targets.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The scheme, resources and central teaching beliefs of White Rose Maths. Lessons and activities are designed to be taught using problem solving approaches, to encourage pupils' higher-level thinking.</i></li> <li>• <i>The focus is on working the pupils' core competencies, building on what they know to develop their relational understanding.</i></li> <li>• <i>Tasks and activities are designed to be easy for the pupils to enter while still containing challenging parts. The questions and examples are carefully varied by experts to encourage pupils to think about the maths.</i></li> <li>• <i>Rather than provide mechanical repetition, the examples are designed to deepen pupils' understanding and reveal misconceptions.</i></li> <li>• <i>In the lesson the teacher are encouraged to never say if something is right or wrong, the children must be the judge. The whole class works together on the same content at the same time,</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Children learn best collaboratively so we feel this is important to promote in the classroom.</i></li> <li>• <i>Teachers ensure the needs of all learners are met. (Evidence in lesson observations, books, planning, talking to children etc.) They are able to adapt their teaching style and use of resources. Children are being tracked and through regular and robust Pupil Progress meeting teachers explain how their needs are being met.</i></li> <li>• <i>Pupil's books show a range of activities showing evidence of fluency, reasoning and problem solving.</i></li> <li>• <i>Our feedback and interventions are supporting children to strive to be the best mathematicians they can be ensuring a greater proportion of children are on track.</i></li> <li>• <i>Mathematics contributes to many subjects and it is important children are given opportunities to apply and use Mathematics across the curriculum and in real contexts when possible.</i></li> </ul>

*to ensure all children can master concepts before moving on, allowing no pupil to be left behind.*

- Children are challenged through enrichment not acceleration.*
- Teachers also implement the schools agreed calculations policy for progression in written and mental calculations.*
- Working walls are evident in all classes to support children and encourage independence to solve problems.*
- Our year group Headstart tests help teachers to gather an understanding of their pupil's existing understanding of topics.*
- We use TT Rockstars and other Maths resources. The Mastery Approach is introduced in KS1.*
- Fluency in number arithmetic is developed consistently across the school by all teachers and is an effective strategy in facilitating achievement for all.*

- We endeavour at all times to set tasks that have high expectations for all, are challenging, motivating and encourages pupils to talk about what they have been doing as well as responding to written questions to develop their understanding as outlined in the school's marking policy.*