



ST. WINEFRIDE'S CATHOLIC PRIMARY SCHOOL

A VOLUNTARY ACADEMY

Maths Vision and Aims at St Winefride's

At St Winefride's we empower our pupils with a 'Can do' attitude in mathematics. We encourage pupils to succeed in their mathematical learning and aim for all pupils to enjoy, become confident and achieve in mathematics. We are developing a mastery approach to the teaching and learning of mathematics. This change is to ensure that a deeper understanding of concepts is developed rather than accelerating pupils through content, without unpicking it in sufficient depth, allowing the impact of our teaching to be greater than before.

We aim that all pupils:

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

Our Beliefs:

We believe that through quality first teaching and intelligent practice, pupils learning together and immediate intervention that all pupils have the potential to 'go deeper' and broaden their understanding of mathematical concepts. We believe that ability in Maths isn't fixed. We are developing the mindsets of pupils and adults alike to develop a Growth Mindset and a 'We Can' attitude to mathematics.

Our Journey towards mastery.

Historically we have a group of pupils in every year group with gaps that need to be closed and as they move through the school it is often the same pupils and their gaps are often becoming bigger. In a bid to reverse this trend we are currently involved with the mastery readiness programme with the intention to progress to the Maths Mastery programme in 2019/20. Two members of staff are involved in training with WYMH and driving the changes forward. An action plan has been developed and staff are working closely with a mastery specialist from WYMH to help implement changes. Mastery training has been accessed for three support assistants across each phase of the school and also for two teachers in EYFS. During 2018-19 lesson studies are taking place to allow staff to support each other through the changes and SLT are monitoring the teaching and learning throughout the year. The key focus initially is on the teachers planning and structure of a mastery lesson and teacher subject knowledge, ensuring emphasis is placed on methods and explanation rather than the answer. The planned same day intervention will only be seen as a priority once quality first teaching is embedded.

Our lessons: In mathematics lessons you will see the following:

- Quality first' teaching; tailored to meet the needs of the learners in each class, and immediate intervention to address gaps in learning where necessary,
- Resilient learners with Growth Mindsets and a 'We Can' attitude to Mathematics, whatever their previous level of attainment,
- Teachers using high-quality questioning to explore children's understanding and develop it further,
- Teachers making use of misconceptions to further understanding of key concepts,
- Teachers using a range of methods to explore key Mathematical concepts which appeal to pupils' different styles of learning, employing concrete/pictorial/abstract representations of Mathematical concepts,
- Learners being given the opportunity, through careful planning, to 'linger longer' on and 'go deeper' in mathematical concepts,
- Pupils of mixed ability learning together.
- Development of fluency, reasoning and problem solving.
- Precise mathematical language used by teachers and pupils.

Challenge for all.

Lessons are pitched in such a way that all pupils are expected and enabled to produce outcomes reflective of a high academic standard, regardless of their individual starting points, with less confident pupils receiving additional support to help them succeed. 'Differentiation by depth' ensures the problems deepen their knowledge of the same content rather than being moved onto content from future year groups.

We ensure high-attaining pupils and those who show a capacity to understand new concepts quickly, are challenged with more demanding reasoning and problem solving skills and are given more opportunities to make links across a wider scope of mathematical topics, which have previously been taught.

Systems.

St Winefride's follows a mastery style lesson. Teachers ensure that knowledge, reasoning and problem solving are incorporated in all weekly planning. We have a LTP linked to our learning ladders so that assessment of each lessons objectives can be tracked. We use the white rose maths resources and power maths to enable us to deliver a scheme assisted approach not a scheme driven approach. The Maths curriculum has now been addressed in terms of the LTP to ensure a longer time is prioritised for key topics and to ensure that all pupils acquire and demonstrate a sufficient grasp of the mathematics relevant to their year group. Year 2 and 6 have their curriculum mapped out over two terms to ensure there has been coverage of all topics before the SATS.