



Maths Statement

We are a Right Respecting School and this statement supports the following articles from the UN Convention on the Rights of a Child

Article 13: (Freedom of expression): Every child has the right to share information in any way they choose, including by talking, drawing or writing as long as it does not harm others.

Article 28: (Right to education): Every child has the right to a primary education, which should be free. They should be encouraged to reach the highest level of education of which they are capable.

Article 29: (Goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31: (Leisure, play and culture): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

Intent

At Lawdale Junior School, we believe that maths should engage pupils, stimulate their curiosity and develop their mathematical thinking.

We encourage children to explore, investigate and make connections, as they learn and embed mathematical skills and concepts.

We believe that our growth mindset approach to learning gives pupils the opportunity to choose work that challenges them. Mistakes are encouraged as valuable learning opportunities. We recognise the importance of pupils being able to work both independently and in groups and to have access to a wide range of equipment and manipulatives to support their learning.

Our aim is to create confident mathematicians who can use and apply maths in a variety of real life contexts. We want all children to be able to spot and explore patterns, and to use maths to make sense of the world around them.

Implementation

Daily maths lessons provide opportunities for pupils to develop their understanding using the concrete, pictorial and abstract approach. By following The White Rose scheme of work, children are able to first gain fluency in a new skill, then develop an ability to give reasons for their choices and finally apply their skills to solve problems, as their understanding deepens. Teachers plan sequences of lessons that allow pupils to make progress towards the national curriculum objectives, using the Ready-to-Progress criteria and the curriculum framework to identify and then build on previous learning. Termly assessments are used to measure progress and to pinpoint gaps in learning, which are then addressed in lessons or booster sessions. Interventions are provided for any pupils that may need extra support.

Short starter activities are used at the start of each lesson to revisit prior learning from all strands of maths, so pupils can embed skills into their long term memory. Every child has a Maths Whizz account which provides them with further weekly opportunities to revisit and embed their learning, as well as challenge their friends and earn rewards.

Teachers and TAs clearly model calculation strategies appropriate to each pupil's understanding, which progress throughout the key stage so that children can choose an efficient method for both mental and written calculations. A range of manipulatives are used throughout the school, which support children to develop their understanding as they move through the concrete, pictorial and abstract stages of learning new concepts, including: base 10 (Dienes), place value counters, bead strings, hundred squares, Numicon, multi-link cubes and place value grids. In lower key stage two, pupils are encouraged to use these to explore new concepts, and equipment is always available to any pupil who needs extra support with a particular skill or strategy.

Pupils are able to use maths in a variety of cross-curricular contexts and are encouraged to use maths throughout the school day. Classroom displays and lesson resources highlight the many ways maths is used in the world around us, to provide pupils with context and reasons for what they are learning.

Impact

At Lawdale Junior School, our pupils enjoy maths, have confidence in themselves and are becoming great mathematical thinkers.

They are learning skills and vocabulary that are vital in everyday life. The depth and breadth of the curriculum encourages them to explore maths in a wide variety of contexts and to see its importance and relevance in various occupations.

Through close and careful monitoring, pupils make at least good progress so that they leave school with the skills necessary to be successful in the future.