Maths @ Thornhill Lees

Intent

At Thornhill Lees we aim:

- To promote children's **curiosity.**
- To support the children to become fluent in mathematical **understanding.**
- To develop conceptual understanding, **recall** of number facts and patterns and apply it rapidly and accurately.
- To promote children's ability to **reason.**
- To promote **problem solving** and solution finding.
- To support children to make **progress at their own pace**.

Implementation

Our planning will incorporate the **Five Big Ideas** which underpin teaching for mastery, these are **fluency**, **representation** and **structure**, **variation**, **mathematical thinking** and **coherence**.

Lessons will combine the concrete, pictorial and abstract approach.

Teachers will provide quality first teaching to embed mathematical thinking.

KS1 teachers will plan for progression by following the six-part lesson structure. Do Now, New Learning, Talk Task, Develop Learning, Independent Task and Plenary

Impact

The impact of our math's curriculum will show that children master their skills due to the small progressive steps that are carefully planned for so that they understand the relevance of what they are learning in relation to real life.

To have have an environment where Maths is fun and where children demonstrate a Growth Mindset 'can do' attitude, by being resilient and learn from mistakes made.

To be able to demonstrate their mastery skills by applying their knowledge in different ways, using mathematical language to explain their ideas and apply concepts independently to new problems.

Our priorities to improve Maths are:

- All planning, in all year groups follows NCETM Spine or White Rose Maths guidance.
- Teaching for mastery is beginning to be implemented in all year groups.
- Problem solving and reasoning questions to be accessible to all groups of children.
- Fluency skills to be practised to help with cognitive overload via KIRFS and half termly challenges.

In Maths lessons you will see:

- Practical equipment used by all children.
- Children demonstrating their work giving verbal explanations via the ping pong approach.
- Variation in the work set to demonstrate higher order skills.
- Problem solving and reasoning problems incorporated within each lesson.
- Children actively engaged.

Maths Interventions at Thornhill Lees

- Max's Marvelous Math's – basic math skills to build firm foundations.
- Small focused intervention groups leading on from progress meetings.
- 1-1 time where appropriate (as part of SEN IEP)
- Same day interventions. (SDI)

What we do to assess our children:

- AFL within lessons is effective and is used to inform subsequent lessons.
- Daily reasoning questions.
- Assessments termly against the TAF from evidence in books and observations made.

NON-NEGOTIABLE

- All planning will follow NCETM Spine and White Rose Hub guidance.
- Books will predominantly be marked during the lesson to give children time for self-correction (green pen)
- Working walls will be changed as and when required to reflect and embed what is being taught in class.
- In each lesson there will be evidence of the mastery concrete, pictorial, abstract approach to learning.
- Problem solving and reasoning will be included in every Maths lesson in KS1.