

How Maths is taught at Bishop Wood

Intent:

At Bishop Wood we wish to help all children to become confident and skilled mathematicians who are numerically fluent, creative and efficient problem solvers. Mathematics is an important area of our daily lives and therefore an area where children need to succeed. We wish to ensure that all pupils have the chance to believe in themselves as mathematicians and develop resilience and perseverance when faced with mathematical challenges. Effort is praised and we foster a growth mind set, where children understand that they can learn from mistakes and that learning takes time. Our curriculum is ambitious for all pupils, coherently planned and successfully adapted to meet the needs of the learners. We aim to deliver high-quality lessons that are engaging and well-structured, with a focus on developing children's fluency and problem-solving skills through reasoning in a variety of contexts.

Implementation:

At Bishop Wood we follow the National Curriculum and use the White Rose scheme to guide our planning. We also supplement this scheme with a variety of other resources when appropriate to the learning. Our online maths resources can be accessed at school and at home. These are: *White Rose* – resources for those pupils learning at school and at home; *MyMaths* - which provides lessons, activities and games for all year groups; *TTRockstars* for times table practise and competitions across year groups; *Purple Mash* which provides math activities and games mapped to the curriculum and *RM Easimaths* where pupils can consolidate individual learning and also progress through targeted challenges. Homework is set weekly across the school to consolidate learning. Maths is taught every day and also across the curriculum when appropriate in other subjects, such as science and during cross curricular maths days. Across a sequence of lessons, the majority of children will be working at broadly the same pace. Lessons are designed to move the learning along in small, linked steps so everyone can succeed. Revisiting and referring to previous learning during lessons, is seen as essential to connect and embed the pupils' knowledge. To support learning, a range of concrete mathematical manipulatives as well as pictorial representations is used. Through worked examples, children are encouraged to use a wide variety of jottings and representations when solving problems. Teachers have good subject knowledge and use assessment within lessons and more formal assessment methods, to identify weaknesses and strengths in the children's knowledge and skills. Teachers are able to adapt the learning in order to address the areas of weakness and to offer appropriate challenges to those who need them. Feedback is given within lessons or in the next appropriate lesson, empowering pupils to improve their work. Most lessons will include fluency practise, as well as problem solving activities. Adults in the classroom model appropriate mathematical vocabulary and pupils will have the opportunity to use mathematical language to reason about their thinking during lessons. A growth mind set is promoted to enable all children to feel positive about their math's skills and their progress. In order to help address some children's areas of weakness, same day interventions or pre-teaching sessions may take place.

Impact:

By the end of each year, children will have made good or outstanding progress in maths. They will be able to calculate with increasing fluency and use a growing toolbox of strategies to solve problems in a range of contexts. Their conceptual knowledge will be increasingly connected, and they will be able to use a range of mathematical vocabulary when explaining their reasoning. The pupils will be able to talk confidently about their learning journey in maths with a positive outlook – they will reflect on how well they have done and understand why. At the end of year 6, pupils will be able to transition to their secondary schools ready to build upon their embedded learning.