

Our Vision for Mathematics:

Every child to become a competent mathematician – Rapidly recalling and applying their knowledge to problem solve, reason and find relationships using a widening range of mathematical vocabulary to explain their understanding.

*No child left behind.*



Intent	Implementation	Impact
<p>-Children will leave Somerville Primary School with a wide range of positive memories in Mathematics formed through interesting and exciting lessons and experiences that help our children to see learning in mathematics as an ongoing process not a one-off event.</p> <p>-Children will meet the age related expectations in mathematics, which will be taught by passionate staff who will support children to become fluent in the fundamentals of mathematics, develop mastery of concepts, establish an interest in mathematics and finally, become competent mathematicians.</p> <p>-Children will study a high quality maths curriculum that is both challenging and enjoyable so that all children are able to achieve their full potential.</p> <p>-Through both teacher input and independent learning children will be encouraged to follow lines of enquiry, establish connections, patterns and relationships, rapidly recall and apply their knowledge, solve problems and explain their reasoning. This will lead to greater depth learning, ensuring that our children are confident mathematicians who are not afraid to take risks.</p> <p>-All children will study mathematics for at least 5 hours a week in both key stage one and key stage two.</p> <p>-Children will confidently use age appropriate mathematical language to explain their</p>	<p>-Through the use of White Rose planning and resources which are carefully designed schemes of learning, children at Somerville Primary School access a curriculum which is challenging, progressive and consistent to ensure the progress of all learners.</p> <p>-To ensure further consistency within our approach to the teaching of mathematics our calculation policy is progressive and is written to match the methods and representations used within White Rose resources.</p> <p>-Through our focus on a mastery approach to mathematics, daily lessons are built around the concrete, pictorial, abstract (CPA) approach.</p> <p>-Daily lessons include opportunities to practice fluency, problem solving and reasoning to ensure that all children acquire a deep, long-term, secure and adaptable understanding of the subject.</p> <p>-In addition to daily maths lessons, children in reception and key stage one access mastering number sessions 4 times a week. These sessions help our children to further develop their number sense and enhance their calculation skills.</p> <p>-Support staff are effectively deployed and maths interventions are delivered on the same day to help children “keep up” not “catch up”. Our use of high quality questioning and instant verbal feedback within lessons also supports this approach.</p> <p>- A combination of both formative assessment within lessons and summative assessments in the shape of pre and end of unit checks enable teachers to identify any gaps in learning or opportunities to develop a deeper understanding. Such assessments enable staff to address such areas with urgency and ensure that work is challenging for all.</p> <p>- Through the use of weekly number bond</p>	<p>-Children at Somerville Primary School enjoy maths, they talk enthusiastically about maths and are keen to share what they have learnt.</p> <p>-Children experience a wide-ranging number of challenges in the subject and know appropriate responses to them.</p> <p>-Children can independently apply their knowledge and are able to make decisions about which equipment and manipulatives might best support them in solving a problem.</p> <p>-Children solve problems by applying their mathematics in a variety of problems with an increasingly systematic approach including breaking down problems into a series of simpler steps and using more than one method to check their answer.</p> <p>-Children can reason mathematically, explain their thinking after following a lone of enquiry, relationship or generalisation and justify their findings using an increasing range of mathematical language</p> <p>-Children of all abilities and backgrounds make progress in mathematics and there will be an increased proportion of children who are achieving the end of year expectations.</p> <p>-Children have an increased confidence in their mathematical ability and evermore resilient showing a willingness to have a go and try even when at first they may find a problem daunting.</p>

<p>reasoning and understanding. This is shared with parents via our “Somerville maths dictionary”.</p> <p>-All maths lessons will be progressive, building on children’s prior knowledge and working walls will be used to support learning and further help children to make sense of their mathematical learning.</p> <p>-Children in Somerville will access a rich and balanced curriculum within which mathematical skills will be applied to other subjects including but not limited to science and technology.</p>	<p>and times table tests we monitor children’s progress towards achieving our expectation that all children should know their times tables by year 4 in line with the government guidance.</p> <p>- Where necessary, staff will receive coaching and training in Mathematics, this includes opportunities to engage with outside agencies, specifically the maths hub but is also encouraged within the school. Through frequent observations, learning walks and book looks the maths team are able to plan purposeful peer observations to share best practice where necessary.</p>	<p>-Children are becoming increasingly fluent in the fundamentals of mathematics and are increasingly quick at accurately recalling their number bonds, times tables and division facts.</p> <p>- All children make good progress from their starting points.</p>
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