

Maths

Implementation

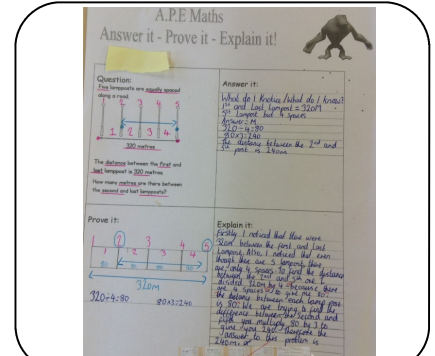
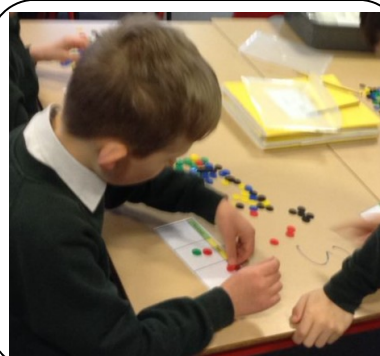


At Chuter Ede, we ensure our curriculum areas are delivered through our SMILE approach.



Children are aware of the elements of SMILE that are incorporated into a lesson to support their learning.

- Our implementation is driven by a secure understanding of the curriculum, progression documents, previous learning and the needs of our children.
- We intend to deliver a high quality maths curriculum, which is enjoyable and challenging.
- Maths is taught every day at Chuter Ede Primary School. We follow the 2014 National Curriculum and are guided by Development Matters in the Early Years. Age-related lessons are planned and delivered, ensuring that the children cover all of the objectives for their age group and ability. All children have an entitlement to the programme of study for each strand and work within their particular year group's objectives.
- We have developed our own scheme of learning based on White Rose to suit the needs of our children. White Rose Small Steps are used as appropriate.
- White Rose Maths is used and supplemented to support the National Curriculum aims, focussing on a mastery approach to teaching and learning where all children are given daily opportunities to develop fluency, reasoning and problem solving.
- A range of planning resources are used to supplement White Rose to ensure our children receive a wide variety of teaching and learning experiences and question styles.
- The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress will always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly will be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material will consolidate their understanding, including through additional practice, before moving on.
- We want to ensure that children have a solid grasp and good foundation in maths to master the curriculum and apply it to their daily lives. We believe that in order to have a solid grasp of mathematics, a Concrete Pictorial Abstract (CPA) approach to learning is used.
- We ensure our lessons are engaging and enjoyable by providing the appropriate level of challenge and scaffold to enable children to access learning at all levels and achieve success. We foster positive attitudes towards maths, where all children are active learners, are invested in their learning and make positive contributions in lessons. Through our cross curricular approach, creative curriculum and SMILE, children are given opportunities to develop their mathematical skills, vocabulary and understanding in all curriculum areas. Mathematical skills are fundamental to daily life and children are encouraged to develop their understanding of maths in a wider context. A consistent approach to the development of reasoning skills is used throughout the school ie 'I notice' and 'I know', the APE model, mind maps and goal free questions. Ongoing formative assessment informs next steps and planning and enables teachers to identify those children who need additional support to achieve the intended outcome and those children who are ready for challenge. Pre-learning and reactive interventions are put in place to consolidate learning and plug gaps.



"Valuing everyone and aiming for our best"