

MATHS MASTERY POLICY

INTRODUCTION

What are the National Curriculum aims?

The national curriculum for mathematics aims to ensure that all pupils:

1. Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
2. Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
3. Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas.

The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

WHITE ROSE MATHS

Rossmere Academy uses the White Rose Mathematics framework building upon the philosophy and approach of Singapore Mathematics pedagogy. Children's chances of succeeding in education and life will be maximised if they develop deep and lasting procedural and conceptual mathematical understanding. When taught to master maths, children develop their mathematical fluency without resorting to rote learning and are able to solve non-routine maths problems without having to memorise procedures. We follow the small steps mastery approach from White Rose Mathematics. White Rose Mathematics state that the intent of their curriculum is:

“Our long-term aim is to produce an ambitious, connected curriculum accessible to all pupils in schools right through from Reception to the end of Year 13. This curriculum will not only cover all the content of the National Curriculum, GCSE and A level, but also provide pedagogic advice for teachers.”

The small steps are ordered in a specific way for year groups to follow systematically. White Rose Mathematics state:

“To learn mathematics effectively, some things have to be learned before others, e.g. place value needs to be understood before working with addition and subtraction, addition needs to be learnt before looking at multiplication (as a model of repeated addition). You will see this emphasis on number skills first, carefully ordered, throughout our primary curriculum. For some other topics, the order isn't as crucial, e.g. Shapes and Statistics need to come after number, but don't depend on each other. We try to mix these so pupils have as wide a variety of mathematical experiences as possible in each term and year.”

MATHEMATICAL INTENT AT ROSSMERE ACADEMY

At Rossmere, mathematics is an important part of the broad and balanced curriculum.

Rossmere Academy uses the Mastery approach, to ensure that all children secure a long-term understanding of mathematics which they can apply in different contexts. The curriculum will create confident, enthusiastic, creative and articulate mathematicians.

Rossmere's mathematics curriculum is progressive.

The use of the Small Steps Approach, ensures that all children can master concepts before moving to the next part of the curriculum sequence, allowing no pupil to be left behind.

Using the Mastery approach, we place great emphasis on the use of concrete resources and pictorial representations at all ages and all abilities.

At Rossmere, we intend for all pupils to become fluent in the fundamentals of mathematics, through varied and frequent practice with increasingly complex problems over time. This will enable pupils to develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

At Rossmere, our intention is for all pupils to reason mathematically, by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.

At Rossmere, we intend all pupils to solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing difficulty, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

At Rossmere, we want to prepare children with the knowledge and skills needed for life beyond Rossmere Academy.

MATHEMATICAL IMPLEMENTATION AT ROSSMERE ACADEMY

Rossmere Academy has fidelity to the White Rose Mathematics Schemes of Learning (based on the National Curriculum).

The small-steps mastery approach to mathematics is used throughout school.

Pupils are taught through whole-class interactive teaching and lessons are adapted to meet individual needs.

Children from Reception – Year 6 complete learning episodes that include: rapid recall, activation of prior learning, fluency, reasoning and problem-solving. Although Maths is taught daily, we are conscious that learning episodes may continue for several days. This is to ensure the children have the opportunity to consolidate and secure their understanding before moving on to the next step of their learning journey.

Sparkles and Nursery have a daily count and use number songs to embed learning as well as a maths-rich environment to ensure our children are exposed to key concepts in the earliest years.

Throughout EYFS, learning opportunities are created for children to practice specific Maths skills and problem-solving through continuous provision and child-initiated learning.

A daily arithmetic session is also completed, separate to their learning episode. This gives the children the opportunity to practice procedural methods as well as revisit previous learning. We call this 'Secure

in Six.' Six arithmetic questions, one for each of the four number operations, one based around shape, space or measure and a final one for other mathematical concepts such as fractions, rounding or a concept linked to the year's specific expectations.

To support the children, we have a range of mathematical resources in classrooms including Numicon, Base10 and counters (concrete equipment). When children have grasped a concept using concrete equipment, images and diagrams are used (pictorial) prior to moving to abstract questions.

Abstract maths relies on the children understanding a concept thoroughly and being able to use their knowledge and understanding to answer and solve maths without equipment or images. To enhance the Mathematics curriculum a range of supplementary planning resource are used for example NCETM, NRICH, Maths No Problem, Master the Curriculum, Third Space Learning and Numberblocks.

To develop children's fluency in mathematics we utilise Times Tables Rock Stars for multiplication practise, application and consolidation as well as Maths Shed and Hit the Button to increase speed of recall of number facts. Children are able to access these resources at home.

Due to the embedding of STEM sentences, children will have the language to be able to justify, reason and explain their answers.

Children can demonstrate a quick recall of facts and procedures, including the recollection of the times table. Due to the Mastery approach being taught across the school, all children secure long-term, deep and adaptable understanding of mathematics, which they can apply in different contexts.

Using formative assessment, we continuously monitor pupils' progress against expected attainment for their age or level of development.

At the end of each unit, the unit block assessment is completed. This informs our in-school data tracking system to ensure the children's progress and attainment are traced and any gaps in their knowledge are highlighted and given appropriate support and intervention quickly. The main purpose of all assessments is to ensure that all children make progress.

MATHEMATICAL IMPACT AT ROSSMERE ACADEMY

By the end of KS2, children will have developed a bank of efficient and accurate skills that can be used to calculate effectively.

These will have been underpinned by the concrete, pictorial, abstract (CPA) process so children understand rather than just do, which ultimately will allow children to identify when answers do not make mathematical sense.

Children will be able to apply these calculation skills and understanding of other areas to become confident and resilient problem-solvers with the ability to reason and articulate their ideas mathematically.

At the end of each year, we expect the children to have achieved at least Age-Related Expectations (ARE) for their year group.

Children with SEND will be expected to reach their full potential and make progress, through the use of different teaching methods where necessary, staff knowing their children and through an inclusive ethos, as stated in the Rossmere SEND Policy.

Governors will monitor the attainment and progress made in Mathematics through Governor Meetings with the Maths Subject Leader.