



Intent

At Croft Primary, we intend to provide a curriculum which will enable all of our learners to achieve their potential and equip them with the necessary skills and knowledge to be successful in mathematics and its related subjects. We believe that maths is for every single child, not just at school but for the wider world and for the future of every individual. We aim for our children to be confident and fluent mathematicians through high quality teaching and an engaging curriculum. Growth mindset is central to this and children are constantly encouraged to have a go and not be afraid to make mistakes; there are ideas and concepts for all of us that we simply haven't learned *yet*. Our intention is that our children are able to talk confidently about maths and explain the reasons and benefits to studying their topics.

Implementation

We adopt a whole class, mastery approach and have introduced the Power Maths scheme which is built on small, progressive steps. Interaction between teacher and child encourages precise mathematical language and allows children to deepen their understanding whilst providing regular opportunities for immediate intervention. All children are provided with their own maths pack which includes the full range of high-quality resources needed to support their learning. We believe this removes the stigma of using certain resources as all children are encouraged to use their packs as far needed- not just to support, but with effective questioning from both teachers and teaching assistants- deepen their understanding. At its core, Power Maths uses a Concrete-Pictorial-Abstract

approach whereby children master concepts one small step at a time. This aims to avoid overload and builds heavily on prior learning. Also implemented into our curriculum are extended and open-ended tasks on a weekly basis, which further encourage perseverance, working and recording systematically, pattern spotting, conjecturing and logical reasoning for example. The highly regarded Nrich, White Rose and NCETM support teachers when planning these tasks.

Impact

As we continue with embedding the Teaching for Mastery, it is hoped that our teachers and classroom assistants fully understand the five big ideas of this approach; that our learners are able to confidently and articulately explain what they are doing, learning and why during their lessons and that we have fully equipped them to be able to efficiently solve problems in a range of contexts both independently and collaboratively. Formative assessment takes place every day and we are developing our use of questioning to structure and guide the learning journey. At the end of each unit, children complete an assessment which feed into each year group's pupil progress meetings. Children also complete Head Start assessments which are scaled nationally alongside thousands of other children in that year group.