



Mathematics

| | | | |
|----------------|---|--|---|
| INTENT | <p>At Manor Hill we believe that all children can achieve in Mathematics and tailor our curriculum to allow pupils to fulfil their potential. We promote an enjoyment and curiosity of learning through practical mathematics, exploration, investigation and discussion. We aim to create confident, independent and empowered mathematicians who can use mathematical language effectively and be fluent mathematical thinkers.</p> | | |
| Implementation | <p>At Manor Hill we follow a mastery maths curriculum that incorporates the CPA approach. . Teacher modelling and scaffolding help pupils explore mathematical concepts through pictures, concrete resources and abstract methods. We know that pupils' retention of knowledge can only be embedded if taught rigorously, reviewing prior knowledge and building on and making new connections. We understand that due to the disruption to pupils' learning fundamental concepts and strategies will have almost certainly been missed; making building on prior knowledge and making new connections more difficult. We have designed our curriculum and lesson structure so that a pupils' learning journey can be met with careful assessment for learning which allows teachers to tackle misconceptions and therefore enable pupils to achieve. We have embedded a small steps approach and only proceed with next steps when first steps are mastered. We know that there is continuous development in this area and we continue to work closely with our trust maths leads, and other agencies, to implement any beneficial changes. This approach helps pupils accomplish the three aims of the National Curriculum; fluency, reasoning and problem solving.</p> | | |
| Impact | <p>PUPIL VOICE</p> <p>Children will demonstrate a positive attitude towards mathematical learning. They will be able to discuss mathematical concepts appropriate for their age. Pupils will be able to openly discuss their likes and dislikes about Maths as well as different concrete, pictorial and abstract approaches they use to help them achieve.</p> | <p>EVIDENCE IN KNOWLEDGE</p> <p>Pupils will develop their specific knowledge of mathematical concepts that are appropriate for their age. Retention of knowledge is key to be able to build on and make new connections therefore pupils will continue to explore pre-requisite knowledge as part of their learning. This will allow pupils to have a good knowledge of their age related expectations.</p> | <p>EVIDENCE IN SKILLS</p> <p>Pupils will become mathematically literate, using vocabulary to explain their understanding of the concepts covered. Pupils will be able to use concrete, pictorial and abstract approaches to achieve and will be able to demonstrate an ability to solve fluency questions as well as reason and problem solve.</p> |

