

## Meole Brace C of E Primary School and Nursery

### Our vision for Mathematics

<p><b>COMMUNITY</b></p> 	<p>Meole Brace Primary School is developing a <i>Teaching for Mastery</i> approach, in line with that promoted by the NCETM, in order to offer the best opportunity for <i>all</i> pupils to <b>persevere</b> to achieve the aims of the National Curriculum in Mathematics - <i>to be fluent in the fundamentals of mathematics, to reason mathematical and to solve problems</i>. So that <i>the majority of pupils</i> are working broadly at the <i>same pace</i>, teachers plan for sufficient whole class teaching time to explore a concept or procedure deeply, and in different ways (using <b>variation</b>). Curriculum is designed carefully, so that knowledge builds from year to year, and repetition of concepts at a greater depth within the year, ensures consolidation, progression and embedding of knowledge.</p>
<p><b>RESPECT</b></p> 	<p>In line with our school value of <b>community</b>, we encourage pupils to support each other in their learning. Discussion and questioning between teachers and pupils, and pupils and pupils, encourages all children to develop a greater depth of understanding through challenging each other's ideas, <b>reasoning</b> and justifying. Children who are working more confidently are expected to explain their thinking to their peers; this promotes a sense of <b>community</b> and encourages <b>respect</b> whilst continuing to develop their own understanding. Teacher questioning during these times also ensures that <i>all</i> pupils are being sufficiently challenged, and are <b>persevering</b> on appropriate tasks to deepen understanding.</p>
<p><b>PERSEVERANCE</b></p> 	<p>Through a rich and interconnected curriculum, every child is encouraged to <b>persevere</b> to progress in their learning, thinking creatively and flexibly to <b>solve problems</b>. Mathematical concepts are re-visited with the whole class throughout the year to embed knowledge in pupils' memories and develop <b>fluency</b>. Pupils who demonstrate a good understanding of concepts and procedures being studied are given further challenge through extra reasoning tasks or more complex problems, rather than being accelerated into new content. Teaching provides scaffolding to <i>all</i> children through the use of appropriate representations. Some children will need to return to the physical and pictorial representations more often and they are encouraged to independently access resources which will help them.</p> <p>For children with SEND who are not yet able to access all aspects of the relevant year group's curriculum, teachers plan appropriate tasks to develop their 'next steps' in learning. In order to ensure that all children feel part of the class <b>community</b>, wherever possible, children engage in some aspects of the mathematics being studied by the rest of the class, so that they are given the opportunity to begin to develop some understanding of new concepts appropriate to their year group.</p>