

Mathematics Statement

Long Wittenham C.E. Primary School



*This statement supports the school vision
Caring For Others And Courageously Striving For Excellence*

Our aim is to provide high quality and inclusive teaching so that pupils develop logical reasoning and problem solving skills and positive attitudes towards mathematics.

In our school, teaching and learning of maths is based on five core principles:

- Working to develop learners' conceptual and procedural fluency
- Planning for deep and sustainable learning
- Providing opportunities for reasoning about concepts
- Making connections between mathematical concepts
- Building on understanding and deepening of understanding

Our mathematics curriculum incorporates the requirements of the National Curriculum; it is set out in the *Mathematics Programme of Study* and teachers use key resources from White Rose to support progression, planning, teaching and learning. The school's *Mathematics Calculation Policy* sets the framework for progression as pupils use concrete, pictorial, and abstract strategies to develop their skills and embed understanding.

Teachers use formative assessment of learners' needs to ensure that work is pitched at the right level, provides the right balance of independence and support and allows learners of all abilities to achieve and experience success.

As learners secure their understanding of concepts, we aim to deepen understanding rather than accelerate through the curriculum in order to avoid superficial learning. Where gaps in knowledge and skills are identified, we use the flexibilities available within the curriculum to consolidate knowledge.

The schools' key learning behaviours; determination, independence, aspiration, curiosity and community-mindedness are promoted in mathematics lessons. Teachers model our core Christian values of compassion, resilience and trust and foster the development of these in pupils.

See also

- Mathematics Programme of Study
- Mathematics Calculation Policy

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