

Intent

The aim of our approach to mathematics at Little London is to build resilience and a solid mathematical foundation for all our pupils before they leave for the next stage of their education. Mathematics at our school develops pupils' ability and challenges all learners to reach their potential in the subject and apply mathematical concepts in other subjects in the wider curriculum and in the real world. To create successful mathematicians, it is important that we allow pupils to make mistakes, identify them and explore a range of methods to tackle problems. This will provide our pupils with the best start in mathematics, both academically and emotionally, building resilience and a problem-solving attitude.

Implementation

During the Early Years, it is vital children develop a strong conceptual understanding of the numbers to 10 and notice and use these across a range of opportunities both inside and outside of the provision. As pupils move through school, a strong emphasis is given to knowledge of number facts and times table fluency. The focus is around learning being embedded (mastery approach) through daily, carefully sequenced lessons to ensure consolidation, following the skeleton structure of White Rose Maths. There are 4 main areas in the Maths curriculum: Number, Measurement, Geometry and Statistics.

Assessment is an ongoing, formative process, which happens within every lesson. There are opportunities for iterative assessment in every lesson. Children also complete summative, end of year, NFER or SATs assessments depending on their year group. All of these are used to monitor progress and this allows us to adapt teaching to meet the needs of all learners.

SMSC is promoted in Maths as we prepare pupils for opportunities, responsibilities and experiences of later life, particularly the ability to achieve economic wellbeing and a solid numerical understanding which will give them a greater range of choices in the future.

Core subject: Mathematics

