

Maths Mastery at Tacolneston & Morley



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We believe that every child can master an understanding and love of maths as we work, learn and grow together. Through our maths mastery approach every child can become a mathematician! Creators - maths is about creativity and making sense of the world. Collaborators - children will support each other's learning, talking about and explaining their thinking. Communicators - questions and discussions deepen children's mathematical understanding. Critical thinkers - making their own mistakes and tackling challenges are the best times for children's brains to grow. Believe in yourself, it changes what you can do!	<text><text><text></text></text></text>	Key Representations Key Representations Key Representations Key Representations (2+1=3) A Concrete, Pictorial, Abstract (CPA) approach is followed as part of the connective model. (Haylock and Cockburn 2008) Context / Concrete Experience visualisation and making connections to strengthen understanding remembering more through varied representation and internal visualisation children learn best by doing; manipulating resources and creating representations exposes mathematical structures and concepts reduces cognitive overload	Intervention Teaching for Mastery
Mathema Daily Maths lessons EYFS - Inspiring Number, Mastering Number, EYFS f KS1/ KS2 - Mastering Number and Power Maths a spiral progression to develop fluency and rea understanding and problem solving skills for n structured teaching sequence following small high quality textbooks introduce concepts in a critical thinking skills, make mathematical con well sequenced lessons comprising of; Power and Reflect Daily fluency (Maths Meetings) counting, quick and efficient recall of number TT Rockstars, fluent in 5, WRH flashback/ reas KS2 homework and cross-curricular oppor Daily lessons supplemented by opportun	Initial Diet Initial Diet framework, Development Matters asoning,that builds strong conceptual nastery. steps supplemented by WRM to fulfil RTP criteria a scaffolded way, enabling all children to develop inections and become confident mathematicians Up, Discover and Share, Think together, Practice facts and times tables, recall of previous learning soning slides, Propeller boards, Mastering Number prtunities to develop pupils' mathematical fluency hities to investigate using NRICH and I See Maths	 Fluency, Reasoning and Problem solving Fluency daily sessions to support children in remembering more and retaining key knowledge number sense and place value comes first reduces cognitive overload, freeing up working memory Reasoning children to wonder, question, explore, investigate and make connections develop language to ask questions and explain ideas Problem Solving opportunities to deepen their conceptual understanding by tackling engaging, challenging and varied problems. 	Attainment Formative assessment - ongoing as part of Quality First Teaching - the next step is the next lesson. Summative Assessment - termly teacher assessment recorded on Scholarpack Termly PIXL assessments and QLA analysis to inform planning Milestones - DFE ready to progress criteria for each year group, Early Learning Goals, End of KS1 and KS2 Statutory Assessments, Year 4 Timestables Check Calculations Policy covering progress in threshold concepts across the school.