St Paul's Catholic Primary School

'Do Everything with love.'

Maths 3 Is Statement

INTENT

Our intent at St Paul's is to develop a culture of deep understanding, confidence, and competence in maths – a culture that produces strong, secure learning and real progress. We believe that all pupils can succeed in mathematics. We do not believe that there are individuals who can do maths and those that cannot. A positive teacher mind-set and strong subject knowledge are key to student success in mathematics. We use the White Rose Schemes of Learning to guide our teaching of maths from Reception to Year 6. White Rose is based on the mastery approach which is used so successfully in countries such as Singapore. It breaks the curriculum down into small, manageable steps that all children work on in a daily lesson together. Those that need a bit more support are given additional help either in the lesson, before or afterwards. Those that need more challenge are given rich tasks and deeper problems to build a more profound understanding. New mathematical concepts are introduced using a 'Concrete, Pictorial and Abstract' approach; enabling all children to experience hands-on learning when discovering new mathematical topics and allows them to have clear models and images to aid their understanding. Arithmetic and basic math skills are practised daily to ensure key mathematical concepts are embedded and children can recall this information to see the links between topics in Maths.

IMPLEMENTATION

Maths at St Paul's:

- As outlined in our intent statement, we adopt the White Rose Maths scheme as a planning tool, but we adapt according to the need of our pupils at that time. This adaptation is based upon summative assessment gap information, ongoing formative teaching judgements and pupil feedback. We make the decisions to provide the bespoke learning approach which we prioritise.
- A range of reasoning resources are used to challenge all children and give them the opportunity to reason with their understanding.
- Within Lessons we use :
  - Concrete representation A child is first introduced to an idea or a skill by acting it out with real objects. In division, for example, this might be done by separating apples into groups of red ones and green ones or by sharing 12 biscuits amongst 6 children. This is a 'hands on' component using real objects and it is the foundation for conceptual understanding.
  - Pictorial representation A child has sufficiently understood the hands-on experiences performed and can now relate them to representations, such as a diagram or picture of the problem. In the case of a division exercise this could be the action of circling objects.

- ○ Abstract representation A child is now capable of representing problems by using mathematical notation, for example: 12 ÷ 2 = 6. This is the ultimate mode, for it "is clearly the most mysterious of the three.
- Maths meeting* and immediate interventions are used to support children to ensure children are ready for their next Maths lesson.
- Revise and Review consolidation lessons are used to revisit previous learning and ensure Maths skills are embedded.
- Where possible, links are made with other subjects across the curriculum.

IMPACT

As a result of our Maths teaching at St Paul's you will see:
- Engaged children who are all challenged.
- Confident children who can all talk about Maths and their learning and the links between Mathematical topics.
- Lessons that use a variety of resources to support learning.
- Different representations of mathematical concepts.
- Learning that is tracked and monitored to ensure all children make good progress

Glossary
Maths meetings
At St Paul's we deliver daily maths meeting which allow the children the opportunity to repeated practice on basic skills and concepts. Maths meetings are short sessions that are not recorded but ensure all the children are involved 100% of the time. This year maths meetings are being used to support the learning of previous objectives that have been missed due to Covid19.