

Maths



Intent

Bromley Hills recognises that maths is both a key skill within school, and a life skill to be utilised through everyday experiences. Our intent for maths is to teach a rich, balanced, and progressive curriculum, using maths to reason, problem solve and develop fluent, conceptual understanding in each area. We want children to become confident, competent, and independent mathematicians, who see their mistakes as learning tools. We want children to build a deep conceptual understanding of maths and its interrelated content, so that children can apply their learning in different situations. We want to develop children's ability to articulate, discuss and explain their thinking, using appropriate mathematical vocabulary. We aim for children to develop into confident, resilient, and inquisitive learners – skills needed to become lifelong mathematicians. We aim to deliver an inspiring and engaging curriculum, through a concrete, pictorial, abstract approach providing children with a clear structure in which they can develop their depth of understanding in mathematical concepts.

Implementation

In order to meet the aims of our Intent and the requirements of the National Curriculum, we implement the following:

- Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts.
- Tool Kits (Success criteria) are set out in each session in order to guide children to achieve success.
- Key knowledge and skills are revisited regularly allowing repetition to embed learning. A concrete, pictorial, abstract approach provides children with a clear structure in which they can develop their depth of understanding of mathematical concepts.
- Lessons are differentiated to ensure that all learners are appropriately challenged.
- Formative assessment is threaded throughout both each lesson and unit of work; and appropriate revisions to planning are made by the class teacher to ensure all lessons are tailored to best meet the needs of their children.
- Summative assessments take place regularly and planning is adjusted accordingly.
- Problem solving and reasoning activities are highlighted in children's books through the use of 'Tick the Dino-solver' and 'The Reasoning Reptile' stamps.
- Next Steps are provided weekly to support, embed or challenge children's knowledge and understanding.
- Teachers use questioning to deepen understanding and encourage children to explain their reasoning using appropriate mathematical vocabulary.
- Teachers use a variety of resources to enhance the concrete, pictorial and abstract approach to learning, providing children with a structure in which they can develop their depth of understanding of mathematical concepts.

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Impact

- The impact of our mathematics curriculum is that children understand the relevance and importance of what they are learning in relation to real world concepts.
- Children are happy learners who talk enthusiastically about their learning and eager to further their progress in maths.
- The emphasis on accurate use of mathematical language is evident during class/pupil discussions.
- Children's fluency in number is evident in our proven track record of high success in arithmetic.
- Moderation highlights the high level of challenge for all ability groups, which is evident throughout topics through reasoning and problem-solving activities.
- Our maths books evidence work of a high standard of which children clearly take pride; the components of the teaching sequences demonstrate good coverage of fluency, reasoning and problem solving.
- Our feedback and deeper questioning enables children to strive to be the best mathematicians they can be.