 **Gerrans School** 

**MATHS**

**INTENT:**

Every child to build a deep, conceptual understanding of concepts, which will enable them to apply their learning in different situations, to become competent and independent mathematicians.

**IMPLEMENTATION:**

* A typical Maths lesson will provide the opportunity for all children, regardless of their ability, to work through Fluency, Reasoning and Problem Solving activities.
* We follow a range of learning resources to ensure that the coverage for the year is completed and we recognise that in order for pupils to progress to deeper and more complex problems, children need to be confident and fluent across each yearly objective.
* Through mathematical talk, children will develop the ability to articulate, discuss and explain their thinking.
* Children are provided with the necessary resources to allow them to access the curriculum and encourage them to use this where appropriate to explain their logic and reasoning.
* Teachers use the learning challenges to teach for mastery – an approach to extend and deepen the understanding of pupils within each year group.
* Teachers use the concrete, pictorial and abstract approach to ensure that procedural and conceptual understanding are developed simultaneously.
* All pupils participate in ’99 club’ once a week to develop fluency and long term memory skills on instant recall facts.

How is Maths taught at Gerrans?

 Most of the number aspects of the curriculum are taught through discrete Maths lessons. We are working towards a mastery approach to teaching mathematics.  This means that we focus on topics, such as place value or addition, for a longer period of time to enable pupils to gain a deeper understanding of the mathematical concepts.  Children are given opportunities to develop fluency, reason mathematically and solve problems.  Maths lessons are planned using the Skills Progression and our Calculations Policy.  Throughout all lessons there is an emphasis on the development of long-term memory to ensure that knowledge and skills are retained and built upon.

**Mathematical fluency** – short sessions most mornings (KS2 during registration) focusing on developing fluency with aspects such as times tables.

**Cross-Curricular Maths** – Many aspects of the curriculum, especially Measurement, Geometry and Statistics are taught through a cross-curricular approach.  There are particularly strong links with Computing, Science, Geography and Art.

**Models and Images** – To support children’s conceptual understanding, we use a range of models and images, including Numicon, straws, bead strings, place value counters, number lines, fraction boxes, Dienes’ apparatus.

**Speaking and Listening** – Children are given frequent opportunities to discuss their mathematical thinking.

**IMPACT:**