**Mathematics in our classrooms at Brampton Cortonwood Infant School**

**Our Lesson Structure**

* Quick counting and or arithmetic activity
* Share the WALT and mathematical domain vocabulary
* Share the steps to success
* Link to previous learning
* Hook into new learning
* Questions
* Practical introduction along with methods and resources to support that sessions learning

**Our Approach**

The core of our maths curriculum is the National Curriculum, which provides a detailed scheme that is logically sequenced. Our school curriculum builds upon this using some elements of published schemes and some in-house materials. We use the White Rose scheme to complement our curriculum. We chose this scheme to develop our children’s problem-solving and reasoning skills to allow our pupils to have a greater opportunity to reason about their work and apply efficient fluent strategies to everyday problems. The scheme provides small steps with flexibility to meet the needs of all children. The scheme encourages mathematical talk with good prompt questions for teachers and the movement between concrete, pictorial and abstract representations which is important for deeper learning.

**Our Pupils’ Voice and Books**

* Pupils will have the opportunity to use concrete resources to apply practical skills and knowledge both verbally and physically.
* Pupils will record what they know through pictorial and abstract representations, photographs will be used to evidence concreate and practical work.
* Pupils will produce high quality pieces of work which will showcase the knowledge and skills learned alongside efficient and fluent methods and processes.
* Pupil’s books will clearly show progression of knowledge and skills in line with expectations set out in our school’s progression model.
* Pupils work, over time will showcase a developing range of skills and methods used across all of the domains within the mathematical curriculum.

**Our Teachers**

* Teachers produce plans which ensures appropriate coverage of knowledge, skills and vocabulary from the White Rose Maths scheme.
* Teachers ensure that concrete resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials to challenge their understanding.
* Teachers personally, pursue support for any particular subject knowledge and skills or gaps prior to teaching
* Teachers will assess pupils through marking, formative and summative assessments, which will include: modular test, national tests and on-going assessment notes.
* SEND children will be supported through pre-teaching of key concepts/ideas and split inputs. They may require same day keep ups or catch ups.
* SEND children will be scaffolded throughout the lesson so they can achieve the same as their peers.

**Our Environment**

* Teachers will provide the pupils with arrange of high-quality concrete equipment and resources for each mathematical domain of the curriculum thus allowing pupils to explore fluency, reasoning and problem solving during any concrete, pictorial and abstract stages.
* Teachers will have working walls which include high quality WAGOLLs, evidence of the use of concrete resources, methods and ideas. Carefully chosen vocabulary, which are all updated when moving onto a new mathematical learning domain.
* Teachers will have a learning wall that exposed children to key mathematical domains.
* Pupils will work in small groups or a whole class as appropriate.
* Pupils will access mathematical provision where appropriate.
* EYFS teachers will enhance provision both inside and outside to support the teaching of mathematics within appropriate areas.

**Our Subject Lead’s Role**

* Share curriculum expectations effectively to support teaching and delivery based on the school’s development plan.
* Ensure an appropriate progression of knowledge and skills is in place which supports pupils in knowing more and remembering more as mathematicians within different contexts
* Ensure an appropriate progression of methods and calculation strategies are in place so that pupils are supported to be the best mathematicians they can be, this includes appropriate challenge to support all pupils within ‘real-life’ mathematical situations linked to reasoning and problem solving.
* Celebrate the successes of pupils through planned displays and collate appropriate evidence over time which evidences that pupils know more and remember more.
* Monitor the delivery of mathematics in line with the White Rose Scheme along with any updates to the scheme, ensuring the quality of education provided for all pupils is good or better.
* Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.