



Love for Maths at Leonard Stanley



Intent

At Leonard Stanley, we have adopted a mastery approach in order to deliver the three aims of the National Curriculum, fluency, reasoning and problem solving. Underpinning this pedagogy is a belief that all children can achieve in maths. We believe in promoting sustained and deepening understanding by employing a variety of mastery strategies, with teaching for conceptual understanding at the heart of everything we do. We aim to create independent mathematicians who are well equipped to apply their learning to the wider world. Our approach aims to provide all children with full access to the curriculum, enabling them to develop independence, confidence and competence - 'mastery' in mathematics in order to be independent mathematicians who are well equipped to apply their learning to the wider world, rather than many failing to develop the maths skills they need for the future.

SEND

We teach an inclusive curriculum that allows children with SEND or who are disadvantaged to have the same opportunities as everyone else. We do this by developing a good understanding of each individual and adapting lessons to ensure that they achieve.

Assessment

Assessment is ongoing process throughout each lesson with opportunities for misconceptions to be addressed quickly.

Feedback and planning sheets are used by the teacher to assess and inform next steps, as well as End of Unit assessment sheets.

Assessment Data is collated and interpreted using our whole school assessment program, Insight.

Our Curriculum

We want our pupils to have big ambitions and high expectations of themselves. We want the children to work hard and show **resilience** to achieve and be **proud** of their achievements. We have a strong sense of **community** and we aim to create a curriculum that truly meets the needs of our children living in the Stroud Valleys, which is **creative** and provides them with essential knowledge (Cultural Capital) in addition to a **respectful** understanding of **equal opportunities** (protected characteristics), **British Values** and **SMSC** (Social, Moral, Spiritual and Cultural education). We want to drive and shape a curriculum that is inclusive, broad, rich, exciting, and balanced, which enables each individual child to develop academically, emotionally, creatively, socially, physically, and to be **kind**. Our curriculum will enable the children to acquire **knowledge**, express their opinions, reason, and debate-thinking; and apply knowledge and skills learned in a wide range of meaningful contexts.

Implementation

Children study mathematics daily, covering a broad and balanced mathematical curriculum. We teach maths in a cross curricular manner as well as discretely to teach the practical application of mathematical skills. We focus not only on the mathematical methods but also focus on mathematical vocabulary and to use Maths Mastery to broaden and deepen mathematical understanding. In EYFS all children in the Foundation Stage have daily opportunities to develop their mathematical understanding, primarily through play, to meet the needs of Development Matters. Coverage of the National curriculum in KS1 & 2 is met through the White Rose Scheme. We use the maths structures of: Do, Secure, Deepen and Dig Deeper to develop our lesson activities. Our timetable has two maths lessons each day - a "Main Maths" lesson, and an additional "Quick Maths" lesson. The "Quick Maths" session can be used to further develop the morning's objective, add interventions or extend the learning, with the teacher leading a Deepen It task, modelling good practice; or the session can be a separate activity, reviewing previous objectives or focussing on key calculation skills.

Impact

Our Children show: a quick recall of facts and procedures, including the recollection of the times table; a confidence in Believing that they will achieve; age expected achievements for each year group; a flexibility and fluidity to move between different contexts and representations of maths; the ability to recognise relationships and make connections in maths lessons to develop reasoning skills; mastery of Mathematical concepts, showing it in multiple ways, using the mathematical language to explain their ideas, independently applying the concept to new problems in unfamiliar situations; a high level of pride in the presentation and understanding of the work.