



Compassion, Hope, Reverence, Wisdom

Mathematics Vision	
School Vision	Subject Vision
<p><i>As a church school we place a strong emphasis on a Christian ethos and our skills-based curriculum is underpinned by our four distinctively Christian values of: compassion, hope, reverence and wisdom ensuring all pupils are equipped to 'live life in all its fullness.'</i> <i>(John 10:10)</i></p>	<p><i>For children to be mathematically literate, and, through mastery, equip the pupils with the skills of calculation, reasoning and problem solving that they need in life beyond school.</i></p>

Mathematics Overview

At Hunton, we recognise the importance of mathematics, both in education and the wider world, as a fundamental life skill. Children are encouraged to become mathematically fluent, whilst enhancing their mathematics skills for future life e.g telling the time, handling money etc. As a school, we endeavour pupils to enjoy mathematics and foster an ethos where pupils can learn from mathematical mistakes in a safe, supportive environment.

Teaching and Learning of Mathematics

The teaching and learning of mathematics is both knowledge and skills based objectives. Teachers follow a 'mastery approach' to mathematics throughout the school. Learning is broken down into 'microscopic steps' and each learning objective is logically sequenced to the next. The teaching and learning of mathematics has a predominant number sense focus and each term, in years 1-6, pupils study and practise a mathematically chosen topic.

Additionally, for each new mathematical concept, pupils will practise using manipulatives (a concrete resource), followed by using a drawing method, before being able to fully understand the abstract concept. Thus following the Concrete > Pictorial > Abstract approach.

At Hunton, we ensure that both mathematical fluency is covered, alongside the relevant required formal written methods. Once pupils are able to demonstrate they are mathematically fluent in a particular concept, teachers provide learners the opportunity to reason mathematically- to justify, articulate and explain key mathematical concepts- as well as being able to apply their learning to a problem solving context.

In EYFS, pupils build upon numbers using conceptual variation to, for example, think of everything that makes up the 'twoness of two.' Lesson sequencing in EYFS is carefully planned with the intention to increase number concept of numbers 1-20 are taught in relation to each other.

What you should see in books

In Key Stage one, evidence of pupils using concrete resources should be plentiful, as well as independent drawings that explain mathematical concepts.

In Key Stage two, focus begins to shift towards more formal written methods, providing the foundation knowledge and skills is in place for that child. Evidence of manipulatives and drawings may be evident when necessary.

In all books, evidence of pupils increasing mathematical fluency should be prominent with all pupils having the opportunity to reason and problem solve with a particular mathematical concept. Reasoning and problem solving should be in purple pen/pencil. Learning objectives should be logically sequenced with evidence that pupils have progressed and mastered it; mathematical learning should not be rushed and teachers should allow time for pupils to master a concept.

Identification of pupils not on track and given support

Where pupils need more support in a particular mathematics concept, bespoke intervention is provided. If a teacher envisages a pupil will struggle with a certain concept, then pre-teaching of this is put into place to



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give that pupil the necessary foundational knowledge they need to succeed and progress. In Year 6, an after-school booster session, free of charge, is offered to those at risk of not achieving the expected standard.

Engagement of Mathematics

Pupils are encouraged to make mistakes in mathematics within a safe and supporting environment. Pupils are taught a variety of strategies to solve more complex problems such as 'trial and improvement', with teachers promoting a growth mind set and resilience within this subject. Teachers also encourage healthy competition in mathematics. Each classroom contains a maths display for prompts and to celebrate work, alongside an interactive mathematics area to increase engagement.

Engaging parents and volunteers

Parents are encouraged to help their child learn times tables and number bonds. Previously, parental mastery mathematics workshops have been delivered after school, to demonstrate what mathematics looks like in classrooms and ways they can support their child.

Times Table records

School has purchased 'TT Rocks' app with the intention to increase pupils' fluency of times tables in an engaging and competitive way. This app includes graphs and comparisons that teachers can analyse pupils' performance of times tables and set individualised pupil plans to enhance their learning of times tables.

Training

Both HT and DHT are 'Specialist Leaders in Education for Mathematics' and have supported both Hunton staff and collaborative schools in mathematics provision and teaching and learning.

Additionally, the school has undertaken a teacher research group that was mastery based. This involved both observing outstanding mastery in mathematics lessons, as well as networking with other mathematics subject leaders.

Staff CPD includes focussing on the mathematical topic for that term, which includes subject knowledge, common pupils misconceptions and effective teaching and learning strategies and resources.