

Maths at Messingham



At **Messingham Primary School** we recognise the importance of a high quality mathematics curriculum. We follow a **mastery** approach in order to allow every child to succeed.

Our intent:

- to promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion
- for children to become **fluent** in the fundamentals of mathematics so that they are able to recall and apply their knowledge rapidly and accurately
- for children to be able to **reason mathematically** by following a line of enquiry, making relationships between mathematical knowledge, and developing an argument, justification or proof using mathematical language
- for children to be able to **solve problems** by applying their mathematics to a variety problems
- for children to be able to demonstrate and develop confidence with maths by showing perseverance, collaboration and effective questioning
- to develop children's understanding of the importance of Mathematics in everyday life

How we implement this:

Mathematics is taught as a lesson every day in both KS1 and KS2. In all lessons, we use a CPA approach to develop a deep and sustainable understanding of maths. The CPA approach builds on children's existing knowledge by introducing abstract concepts in a concrete and tangible way. Where appropriate, all children engage in the objectives specified in the National Curriculum for their year group. Where this is not possible, teachers are expected to differentiate appropriately.

Messingham have a bespoke approach to Maths. This means that the medium term plan is adapted to suit our school and each class, as we strongly believe children learn best when small steps are continuously revisited, built on and deepened. Teachers also use Whiterose to break each objective down into small steps. A large range of resources are used from various websites including NCETM, I See Reasoning, Whiterose, Classroom Secrets and Twinkl in order to design tasks to suit the children's needs. In every lesson we set tasks named 'Master', 'Challenger', 'Expert' and 'Extreme/Extra Expert' where the skill and task develop in difficulty as the children move through the tasks. This means that once children are confident using a skill they will move onto not just harder questions but problem solving and reasoning questions. These tasks may be written into Maths books or may be a practical activity that is photographed.



$$3 + 2 = 5$$

The impact:

The impact of teaching can be seen in our children's maths books; on displays around school; on our class Twitter page and by speaking to our pupils. As a school we measure impact through book looks, learning walks, lesson observations, pupil progress meetings, teacher/pupil and parent voice and our assessments. This is undertaken by Miss Martin, Mr Hutchings, the senior leadership team and the school's governors.

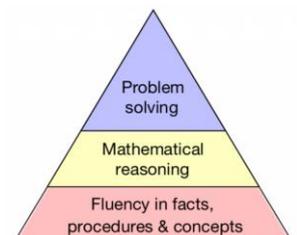
Concrete

Pictorial

Abstract

The fundamentals

- ✓ A belief that every child can and will achieve mastery
- ✓ Bespoke Messingham medium term plan
- ✓ All children will reason and problem solve
- ✓ Conceptual and procedural variation
- ✓ Up-to-date working walls
- ✓ Concrete – Pictorial – Abstract
- ✓ Use of resources including pictorial in all year groups
- ✓ A focus on a good use of mathematical vocabulary
- ✓ Pace, productivity, progress
- ✓ Children using Times Tables Rock Stars (Y2-Y6)



For any queries regarding Maths at Messingham Primary please contact Miss Martin our school's Maths Leader.