



Mathematics at All Souls' CEP

Maths Vision

At All Souls' we believe that Mathematics is an integral part of our curriculum and is an essential life skill. Therefore, our aim is for our children to be resilient, competent and enthusiastic mathematicians who can, reason, problem solve and understand the importance of mathematics in their everyday life. We enable our children to develop a resilient attitude towards mathematics by using concrete, pictorial and abstract approaches ensuring all pupils have a solid understanding of their learning. We endeavour to ensure that our children become fluent in the fundamentals of mathematics. Through developing conceptual knowledge and using high quality maths vocabulary children will become fluent in the fundamental skills of mathematics. Therefore, when our children leave the school they will have a deep understanding of all areas of the mathematics curriculum, the ability to think logically and work systematically and a firm foundation to build on in their future learning.

“Pure mathematics is, in its way, the poetry of logical ideas” Albert Einstein

Key Principles

- ◆ Teacher and children view the maths curriculum as sequential
- ◆ Passion and high expectations for maths and problem solving modelled by teachers and adults.
- ◆ Following White Rose Maths scheme to ensure a progressive approach
- ◆ Quality questioning embedded in staff to offer children opportunities for discussion using good mathematical language
- ◆ Introduction and development of a range of high quality maths vocabulary and use this to explain, justify and discuss mathematically.
- ◆ Revisiting key concepts to ensure children develop an exceptionally secure understanding of concepts taught (mindful of working-memory capacity).
- ◆ Teachers develop maths expertise through regular access to continuing professional development, and access to specialist teachers/subject leads/Hub school support
- ◆ High quality assessment (formative assessment embedded within the sequence).
- ◆ Mastery approach.

Impact Criteria

- ◆ Formative and summative assessment show progression in learning.
- ◆ Use of key (or developing in EYFS) vocabulary is apparent in written work.
- ◆ Long term plans show progression in subject knowledge year on year.
- ◆ Children show increasingly positive attitudes towards maths and problem solving.
- ◆ Lesson observations show high quality teaching within a sequence.
- ◆ Teachers show increased confidence in subject knowledge.