Blakeney, Pillowell and Walmore Hill Community Schools' Federation

Mathematics Curriculum Intent Statement 17/02/2022

Introduction

This policy is a reference for school staff, governors, parents and other interested parties. It details our vision for the teaching of mathematics across the Federation.

Our mathematics philosophy – the mastery approach

Our philosophy is based on the mastery teaching approach. The aim is the mastery of mathematics for all pupils and a belief that pupils can achieve mastery of the key ideas. This is secured by through deep, long term, secure and adaptable knowledge and understanding.

Key elements of our philosophy:

- Exploring content in greater depth instead of accelerating through it.
- Focussed, detailed and rigorous whole class quality-first teaching tailored to the needs of the learners in each class.
- Rapid intervention to overcome misconceptions.
- The development of the 'can do' growth mindset attitude in pupils and staff so success is linked to effort and working on overcoming difficulties, and a love of maths is instilled.
- The use of mistakes and misconceptions as an essential part of learning along with the provision of challenge through rich and sophisticated problems.
- The recognition that ability in maths is not fixed and that every pupil can achieve and succeed in the subject given time.
- Presentation of mathematical concepts using a range of representations including concrete (apparatus), pictorial and abstract forms.
- Use of varied and high-quality questioning to explore and develop pupil understanding.
- Pupils learning together and supporting each other.

To achieve mastery in mathematics, we aim for pupils become proficient at three aspects:

- Fluency – the ability (through practise) to understand and work with the key points in each area of mathematics and to recall this knowledge accurately.
- Reasoning – the ability to recognise relationships, explain ideas, correct misconceptions and enquire about mathematics.
- Problem solving – the ability to apply their mathematics knowledge to solve problems of increasing sophistication, breaking them down into different steps and persevering to find solutions.