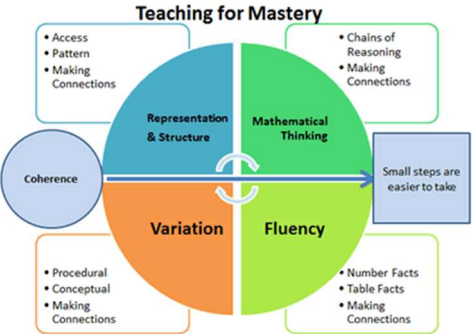


Maths

Our learning values

Celebration	Care	Learning	Resilience	Respect	Happiness
Upottery pupils can achieve the challenges set.	Upottery pupils take pride in their learning. They listen to and value their peers. They care about understanding their maths on a deeper level.	Upottery pupils ask questions. They are reflective learners. They learn about new concepts in maths. They make conjectures. They show their learning using APED.	Upottery pupils are self-motivated. They take risks. They persevere. They explain their mathematical thinking.	Upottery pupils make connections in their learning. They can show their learning in different ways. They prove and explain their maths using examples.	Upottery pupils are happy to collaborate. They share ideas and value the ideas of others. They show happiness when working together to master the maths curriculum.

<p>The Five Big Ideas</p> 	<p>Coherence Connecting new ideas to concepts that have already been understood, and ensuring that, once understood and mastered, new ideas are used again in next steps of learning, all steps being small steps</p>	<p>Representation and Structure Representations used in lessons expose the mathematical structure being taught, the aim being that students can do the maths without recourse to the representation</p>	<p>Mathematical Thinking If taught ideas are to be understood deeply, they must not merely be passively received but must be worked on by the student: thought about, reasoned with and discussed with others</p>	<p>Fluency Quick and efficient recall of facts and procedures and the flexibility to move between different contexts and representations of mathematics</p>	<p>Variation Varying the way a concept is initially presented to students, by giving examples that display a concept as well as those that don't display it. Also, carefully varying practice questions so that mechanical repetition is avoided, and thinking is encouraged.</p>
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At Upottery Primary school, we believe all children should be confident mathematicians. By delivering lesson in which all children can access learning through using small steps, manipulative and varied representation, no children are left behind. Children develop the skills of **confidently** reasoning about their learning, using clear explanations supported by the use of stem sentences, specifically taught vocabulary and a range of problems set within real contexts to bring meaning to them. **Connecting** and building on previous learning in concepts, representations and language support children in their journey of mathematical mastery through the school. Following the National Curriculum and using range of resources from White Rose Maths Hub, teachers are on a continuous journey to deepen their understanding of the teaching of mathematics. Together with the children, we develop a culture of **risk taking** where the journey of understanding and the thinking behind the answer is valued more than the correct answer. Inspiring children to explain their thinking, notice common misconceptions and recognise non-examples of problems **challenges** our children to think more widely and develops their **curiosity** in the world of mathematics. Lessons are thoughtfully planned to allow the children an opportunity to practice, challenge and think deeper in their maths. Children are encouraged to Answer, Prove, Explain and Draw (APED) their answers to show their deeper understanding of Maths.

Parents support learning at home through accessing Mathletics which allows teachers to set weekly learning linked to the key fluency skills learnt in school. Children have regular opportunity to practice and build key knowledge in number facts and times table knowledge. Building this key knowledge is celebrated at school and at home helping children value the importance of learning key facts.