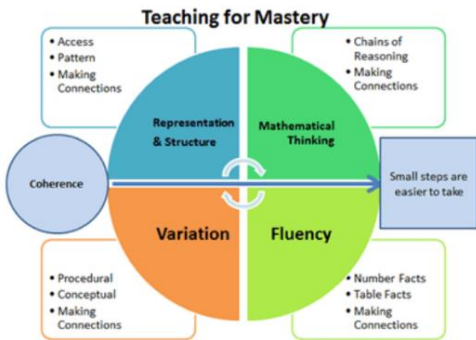


Swannington C of E Primary School is committed to ensuring that pupils chances of success are maximised through developing mathematical procedures and concepts through a 'mastery' approach based on the research conducted by the NCETM and the EEF. This means that pupils of all ages acquire a deep, long-term, secure and adaptable understanding of the subject.



Starting from EYFS, pupils develop a strong grounding in number. They investigate the relationships between numbers and the patterns within them.

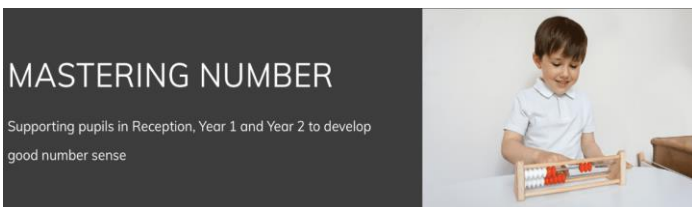
Pupils build and apply their understanding and develop a secure base of knowledge and vocabulary which they use to explain their understanding in full sentences.

Rich opportunities are planned in order for pupil's spatial reasoning skills across all areas of mathematics including shape, space and measures to be developed.

It is important that children develop positive attitudes and interests in mathematics, through being encouraged to 'have a go', talk to adults and peers about what they notice and to understand that mistakes are an integral part of learning.

Pupils are encouraged to use manipulatives to develop their understanding from concrete to pictorial to abstract. Appropriate representations are used to expose mathematical concepts and follow the progression in mental and written policies of the school to ensure consistency.

EYFS pupils focus on cardinality, counting, composition, comparison, shape, space, measures and pattern. A variety of resources are used from the NCETM and white rose, which is then built on in KS1. Pupils have access to rich resources to practically work with in contexts which are meaningful.



Mastering Number is delivered to pupils in EYFS to year 2 and is designed to ensure that pupils have a secure foundation in the development of good number sense – focusing on their fluency in calculating and confidence and flexibility with number.

Teachers in KS1 and 2 use the White Rose scheme as a basis and supplement teaching and learning with resources from the NCETM and NRICH. The structure of each lesson is:

- Get ready ( fluency to sustain prior learning)
- Let's learn (Whole class interactive learning phase)
- I Do, We do ( Teacher modelling)
- You do ( Apply and rehearse the learning)
- Reflect (Consolidate the learning together)

Teachers adapt the lessons, using their professional judgement, to ensure that tasks reflect the specific learning objective which are modelled and scaffolded to ensure access and challenge for all. Flash back 4 questions are also used to ensure that pupils can recap prior learning to build further connections to help to retain knowledge.

A combination of White rose unit assessments and NCETM's assessment tasks and questions will be used for end of unit assessments. At the end of each term, Rising Stars 'Puma' tests will also support teacher assessments in years 1-6. The statutory year 6 SAT's papers are completed in the Summer term.

The MTC for pupils in year 4 is practiced using TTRS and completed in the Summer term.