

Sprowston Infant School Mathematics Intent Statement

At Sprowston Infant School we believe that all can achieve well in Mathematics. Through careful planning and adherence to the following principles this is what we aim for:

Teaching groups/organisation

We do not split classes into ability groups or plan lower level work for 'lower ability' children.

We keep any groupings fluid as we know children's strengths and weaknesses in maths vary greatly.

We try to address any misconceptions and gaps as soon as they arise; daily informal assessment feeds into each lesson and informs those following. Children that have 'got it' quickly will be given tasks that ask them to apply the concept in different ways. Those children that do not get the basic concept will have more teaching on that.

Planning and teaching

Each year group has medium term plans that change termly or half-termly.

End of term assessments are analysed at a question level and the results used to inform the next term's planning.

We focus on teaching number and calculation in Maths lessons. Shape, Space and Measure is taught mainly through daily routines, challenges or in different areas of the curriculum. It may also be used as a context for number problems in Maths.

Topics will be revisited throughout the year; each time they are revisited should show progression.

Topics throughout the year should be sequenced so as to build on previous learning, thus enabling children to gradually build up a web of connected Maths knowledge, understanding concepts at a deeper level.

Children need deliberate practice over time and in different contexts to embed understanding of concepts.

There should be opportunities for children to explain their thinking and, therefore, develop their reasoning.

Staff should use the 'Concrete, Pictorial, Abstract' (CPA) approach: physical resources should be used to support children's growing understanding of concepts; over time they use pictorial methods as a bridge to more abstract understanding.

Children should not always have problems presented in the same way. They need to experience different types of problems presented differently, so that 1) they gain a full understanding of different concepts and problems and 2) they learn to choose the right approach to a problem.