



Intent – What do we want the children to know?

Here at Belsay we want to create effective mathematicians who can approach maths confidently and with resilience. To meet the national standards we focus on teaching the children the skills to be fluent, to reason and to become problem solvers. Our approach is mastery for all centred around individual needs where children are supported and challenged at their own level to develop deep understanding of mathematical concepts. For fluency our intent is that children have a solid understanding of the basic key facts and can use this efficiently and flexibly. In order for children to reason and problem solve with confidence, we give them the mathematical language but more importantly we focus on mathematical mindset.

Implement – What will this look like in school?

In September 2019, Belsay School joined the 'Mastery Readiness' 3-year programme with the Great North Maths Hub. This project focuses on small, sustainable changes over this period. This year our priority is giving staff the confidence to make changes to their practice which in turn, provides children with more opportunities for self-discovery and exploration. Children can feel the maths, see the maths and talk the maths. We've identified across all years groups of children who need extra support with number sense and fluency. Teachers are adjusting their practice to meet these needs by targeted intervention within lessons. In a maths lesson at Belsay this is what you will see:

- Mixed ability groupings across all years in most maths lessons.
- Teacher targeted groupings for support or challenge, as necessary.
- Hamilton Trust is used as a starting point for planning and as a medium term overview, with teachers planning individual lessons that allow for depth and breadth.
- Deep learning achieved through the use of manipulatives and variety in use of representations, models and images (use NCETM resources to help achieve this).
- Teachers modelling the vocabulary of maths consistently across all years.
- Addressing misconceptions early and ensuring children are being taught the appropriate next steps – depth over pace.

Impact – How will we know we have made a difference?

We know our children are achieving because:

- There is a love of maths by children and staff.
- We encourage a positive learning culture.
- There is a coherent journey; building on prior knowledge (evidenced through books, planning, discussions with children and professional dialogue).
- Children have a willingness to 'have a go'.

If learners need support we have these systems in place:

- Targeted teacher input during lessons.
- Intervention by support staff on a needs basis (daily/weekly).
- Specific intervention programmes used (support staff).

If learners needs support or challenge they can self-identify and make their own choice.