



Mathematics at Naunton Park Primary School



NAUNTON PARK DRIVERS:

CHALLENGE curriculum and Values

(Kindness, Pride, Peace, Curiosity, Empathy, Trust)

At Naunton Park we foster positive, **all inclusive** 'can do' attitudes to mathematics. We believe all children can achieve in mathematics, and teach for secure and deep understanding of mathematical concepts. **Growing minds**, we use mistakes and misconceptions as an essential part of learning and provide challenge through rich and sophisticated problems to create a **love of learning**.

Children are encouraged to take **pride** and have high standards in presentation to help ensure mathematical accuracy, especially in formal written methods. Children are exposed to problems that stretch thinking and challenge conceptual understanding, giving opportunity for children to apply their learning in context. All children are mathematicians and we promote **achievement for all** through mathematical teaching and support that is **inclusive**.

Our children are encouraged to become competent and independent mathematicians in classrooms where we 'like' both right and wrong answers in order to inspire risk taking. Mathematical ideas are discussed and reasoned and not just passively 'received' by pupils. In our classrooms, lessons are planned to encourage pupils to describe, explain, justify, convince and/or prove mathematical concepts.



The Big Ideas – Mastery

Teaching at Naunton focuses on developing secure and deep understanding, including the use of practical resources and representations, to support the learning and memorisation of mathematical concepts. All learners need to believe they can succeed and also believe that their teacher, and parents, believe they can succeed. Adopting a growth mindset is at the heart of Naunton Park's approach, including the use of 'yet' and knowing that making mistakes is an essential part of learning.



Modelling/support for all

Children receive Quality First Teaching where their needs are met through small-steps in a teach it, do it, secure it, deepen it approach. Effective modelling of worked examples reduces the chances of misconceptions. Manipulatives are used to support children's conceptual understanding in a more practical way.



Sequencing of Content

Our mathematic content follows a well-crafted curriculum which builds on previous knowledge year on year.

Each unit of work is structured in a progressive way with each lesson building on previous learning in small, manageable steps with a deeper level of challenge.



Retrieval Practise

Through Maths on Track sessions, children have the opportunity to revisit and 'deliberately' practice particular mathematical skills through daily sessions. These sessions provide time to address children's misconceptions, deepen knowledge and understanding and opportunity to retrieve prior knowledge.