



## **Maths Vision at Kingsway Primary School**

At Kingsway Primary School, we have adopted a mastery approach to the teaching of maths whereby children are given a deeper and broader understanding of the key mathematical concepts rather than being accelerated quickly through new content. The school is working in partnership with other primary and secondary LiFE MAT schools and has been part of a successful Maths Peer Review. All staff have been trained through staff meetings, external CPD and supported in maths professional development meetings/coaching sessions and through modelling lessons. The staff use White Rose Maths Hub Planning and assessment schemes. Teachers follow the Concrete  $\longleftrightarrow$  Pictorial  $\longleftrightarrow$  Abstract approach to teach the mathematical concepts.

### **What you will typically see?**

- The large majority of our pupils progress through the curriculum content at the same pace. Differentiation is achieved by emphasising deep knowledge and through individual support with pre-teaching and rapid intervention (Buzz groups).
- Practice and consolidation play a central role. Carefully designed conceptual and procedural variation in the White Rose resources builds fluency and understanding of underlying mathematical concepts.
- Teachers use precise questioning in class to test conceptual and procedural knowledge, and assess pupils regularly to identify those requiring intervention so that all pupils keep up.
- Teachers will use the concrete, pictorial and abstract approach (CPA) to ensure that procedural and conceptual understanding are developed simultaneously.
- Emphasis placed on 'learning' through reasoning, developing multiple strategies and concepts towards understanding.
- Challenge for pupils grasping concepts quickly is provided through depth and breadth of experience.
- Daily opportunities to reason and problem solve.

### **Curriculum map**

With the starting point of the National Curriculum Programmes of Study, alongside the White Rose Maths Hub planning, pupils spend longer on key mathematical concepts in number, those children who grasp the concepts more quickly are given opportunities to deepen their knowledge and improve their reasoning skills rather than accelerating on to new curriculum content.

Each teacher discuss the relevant vocabulary for the lesson. All staff follow the whole school calculation policy to ensure progression in skills and consistency of approach in arithmetic concepts (see calculation policy).