

Maths

Our learning values

Perseverance	Respect	Empathy	Progress	Sharing
<p>Shute pupils can present their ideas to others. They are aspirational in their learning. Shute pupils are self-motivated. They take risks.</p>	<p>Shute pupils take a pride in their learning. They listen to and value their peers.</p>	<p>They care about their work and others in the school. Shute pupils ask questions. They are reflective learners.</p>	<p>Shute pupils make connections in their learning. They can show their learning in different ways. They can build on and link their learning.</p>	<p>Shute pupils are collaborative. They share ideas and value the ideas of others. They can talk about their work to others.</p>

<p style="text-align: center;">The Five Big Ideas</p> <p style="text-align: center;">Teaching for Mastery</p>	<p>Coherence Connecting new ideas to concepts that have already been understood, and ensuring that, once understood and mastered, new ideas are used again in next steps of learning, all steps being small steps</p>	<p>Representation and Structure Representations used in lessons expose the mathematical structure being taught, the aim being that students can do the maths without recourse to the representation</p>	<p>Mathematical Thinking If taught ideas are to be understood deeply, they must not merely be passively received but must be worked on by the student: thought about, reasoned with and discussed with others</p>	<p>Fluency Quick and efficient recall of facts and procedures and the flexibility to move between different contexts and representations of mathematics</p>	<p>Variation Varying the way a concept is initially presented to students, by giving examples that display a concept as well as those that don't display it. Also, carefully varying practice questions so that mechanical repetition is avoided, and thinking is encouraged.</p>
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At Shute Primary school, we believe all children should be confident mathematicians. By delivering lesson in which all children can access learning through using small steps, manipulative and varied representation, no children are left behind. Children develop the skills of confidently reasoning about their learning, using clear explanations supported by the use of stem sentences, specifically taught vocabulary and a range of problems set within real contexts to bring meaning to them. Connecting and building on previous learning in concepts, representations and language support children in their journey of mathematical mastery through the school. Following the National Curriculum and using range of resources from the NCETM and White Rose teachers are on a continuous journey to deepen their understanding of the teaching of mathematics. Together with the children, we develop a culture of risk taking where the journey of understanding and the thinking behind the answer is valued more than the correct answer. Inspiring children to explain their thinking, notice common misconceptions and recognise non-examples of problems challenges our children to think more widely and develops their curiosity in the world of mathematics. Lessons are thoughtfully planned to allow the children an opportunity to practice, challenge and think deeper in their maths.

Parents support learning at home through accessing Maths Shed which allows teachers to set weekly learning linked to the key fluency skills learnt in school. Children have regular opportunity to practice and build key knowledge in number facts and times table knowledge. Building this key knowledge is celebrated at school and at home helping children value the importance of learning key facts.