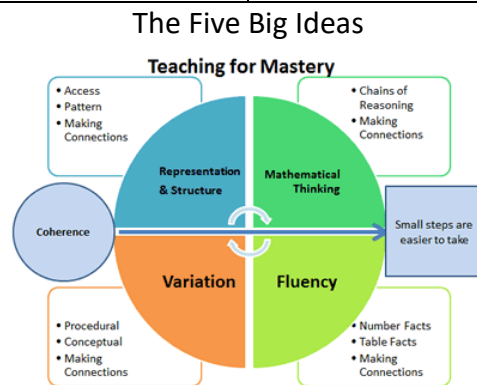


# Maths

## Our learning values

Compassion	Friendship	Perseverance	Trust	Forgiveness	Thankfulness
Lympstone pupils care about themselves and others, valuing equity and inclusivity. They are supportive, empathetic and show respect. They aspire to learn and grow as individuals and in groups when supporting each other to understand investigations.	Lympstone pupils are collaborative. They support their class and school community. They listen to and value their peers. They are kind in their thoughts and actions. Collaborative work within Art and Design is a key element.	Lympstone pupils are self-motivated. They take risks. They can apply resilience and try again when they are challenged, achieving pride in what they do. They persevere throughout challenging tasks that they may not initially understand to solve a problem and develop maths fluency.	Lympstone pupils ask questions to help them better understand. They listen to and trust their teachers and the resources they use. They are reflective and courageous in their learning. They feel confident in themselves to experiment and have a go at solving questions and making connections.	Lympstone pupils move forward with their understanding and learning even when things go wrong. They start each new lesson and topic with an open mind and understand that new learning is important. Children forgive and learn from what they perceive to be errors in their Maths and use APED to explore.	Lympstone pupils are thankful for those around them and learn from each other in content and attitude. They value the educational opportunities that provide scope for them to become mathematical thinkers.



### 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

### 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

### 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. We demonstrate this through APED (answer, prove, explain, draw.)

### Fluency

Quick and efficient recall of facts and procedures and the flexibility to move between different contexts and representations of mathematics

### 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/ reasoning is encouraged.

At Lympstone 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 using 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 and notice common misconceptions **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* about the maths they are learning, building their confidence, fluency and ability to explain and justify their knowledge. Children have regular opportunities to practice and build key knowledge in number facts and times tables. Calculation and reasoning are developed through No Nonsense Number Facts and written justification. Specific problem-solving strategies are taught through the LPS problem solving scheme from Y1-6. Parents support learning at home through accessing TTRS and Num- Bots which allows for consolidation at home of number fact recall.