# Cambois Primary School logo (2) - Copy[1]Cambois Primary Intent, Implementation and Impact

**Intent :**

At Cambois Primary we have adopted a mastery approach for the teaching of mathematics. Underpinning this pedagogy is the belief that all children can achieve in maths. We believe in promoting sustained and deepened understanding by employing the 5 big ideas of mastery strategies, with teaching for conceptual understanding at the heart of everything we do. We aim to create independent mathematicians who are well equipped to apply their learning to the wider world. As a school we began this journey to develop staff the capacity to embrace and fully engage in mastery methods of teaching mathematics by working with the ‘Great North Hub’ as part of a ’Sustaining Mastery Programme’ to develop a mastery curriculum in order to improve teaching and learning and outcomes for pupils. We have previously completed a Teaching Research Group in developing mastery. We use small steps from the White Rose Maths Hub to support our direction of teaching.

**Implementation:**

Mixed Ability: Across the school pupils are taught in mixed ability classes of two year groups (N/R, Y1/2, Y3/4 and Y5/6). In the Early Years and Foundation Stage (EYFS), we ensure that each unique child develops a firm mathematical foundation in a way that is engaging, and appropriate for not only their age but stage in development. We ensure that play underpins the delivery of all learning experiences as it is our belief that children learn best through practical, hands-on experiences and interactions with their environment. Here at Cambois Primary, we ensure our learning environment enables children to engage in child-initiated play which is actively supported by adults both inside and outside of the classroom. Mathematical learning opportunities are purposely planned in all of our areas and teaching staff use their expertise in questioning and engagement with pupils to enhance their mathematical knowledge. Tight daily routines are essential for our children at Cambois Primary School, so opportunities to discuss timetables, times of the day, days of the week and the date are used every day. In addition to this, opportunities for focussed learning sessions in Mathematics are planned daily in-line with guidance from the NCETM Mastering Number and White Rose. Such planned activities provide children with the opportunity to consolidate their understanding and extend mathematical concepts. The characteristics of effective learning link closely with many elements of the Mastery Curriculum, which children follow when entering the next stage of their learning here at Cambois Primary.

In Key Stage 1 and 2, children build on the firm foundations gained in the EYFS and further embrace Mathematics via a mastery curriculum. Children in KS1 continue to engage in Mastering Number and progress through the small steps of the White Rose guidance which allows for a seamless transition from EYFS into KS1 and then into KS2.

In 2021-22 due to rising numbers and increased % of children with SEND, we made the decision to create three groups for maths across ks2 and this year have arranged these into - yr3/4, y4/5 and a y5/6 class. Mixed ability classes are intended to remove the ceilings of expectation and encourage engagement in active dialogue and promoting deep conceptual mathematical understanding. To consolidate key mathematical concepts, some pupils may have extra interventions on top of their usual hour maths lesson. We want children to make rich connections across mathematical ideas to develop fluency and promote reasoning and curiosity in maths.

Lesson Structure: Although Mastery is at the heart of our curriculum, lessons will be appropriately differentiated where needed, containing elements of challenge and enrichment for all abilities. Mostly children will all access the same learning objective where possible and will be challenged to show greater depth, however for some children we will ensure we challenge them to achieve at their stage in development. Mathematics Mastery places emphasis on the cumulative mastery of essential knowledge and skills in mathematics. It embeds a deeper understanding of maths by utilising a concrete, pictorial, abstract approach so that pupils understand what they are doing rather than just learning to repeat routines without grasping what is happening.

A range of manipulatives are used across the school to help pupils secure key concepts and to become fluent in methods of calculation. All children will be encouraged to discuss their work in detail in order to consolidate their reasoning skills and develop a deep sense of understanding. All children from Nursery to Y6 will have free access and be encouraged to use different representations to show a true understanding of a concept. Where possible and definitely within UKS2, Children select own entry point to challenge themselves but know they can try one point of entry and re-select if necessary. Each challenge is linked to the others - not just different tasks.

**Interventions**

 Number stacks - all classes have a set of resources. Teachers identify those children in need and they work with TA working within their class.

Mastering Number 4 x each week in Reception, Y1&2

 Timestable Rockstars from y2-6 to consolidate tables facts—from 2021 this is now added to our green checklist for Progress Files

**Impact:**

Our curriculum ensures children are stimulated and challenged to fulfil their learning potential. We are confident that the Mastery Curriculum used across the school prepares our children for a life long love of mathematics. The children always enjoy mathematics and are proud of their own achievements. We are committed to our journey into maths mastery and sustaining mastery within our maths curriculum.