



**Thurton**

Church of England VC Primary School

Enjoy, Achieve, Believe

# MATHS



# MATHS: INTENT

At Thurton C of E Primary School, we aim that all children develop their mathematics skills through a consistent, progressive and inclusive maths mastery approach.

We believe that:

- everyone can learn and develop a love for maths given appropriate guidance, with the support of high quality resources.
- new concepts or skills should be presented clearly using a [CPA approach \(concrete, pictorial, Abstract\)](#) to support children's understanding.
- children should be provided time to practise new concepts and skills.
- concepts or skills should build on prior learning and be reviewed and revisited as the children move through the school.
- Children and staff develop 'a love to learn' approach to mathematics sessions
- A 'can do' culture will be promoted across the school in mathematics

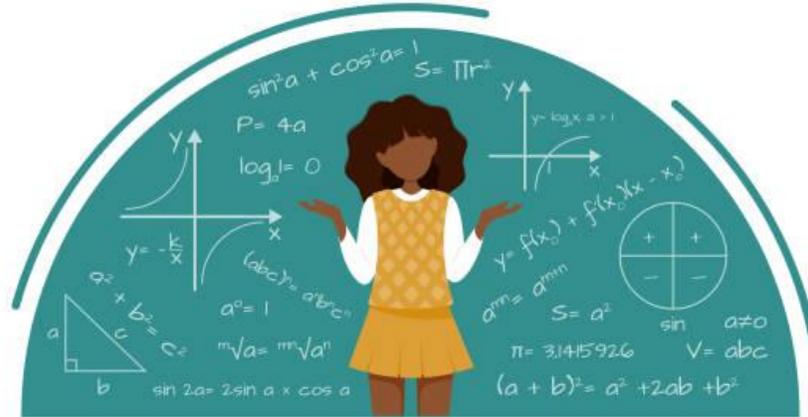
# CHARACTERISTICS OF A GOOD MATHEMATICIAN AT THURTON CE PRIMARY SCHOOL

- **ORGANISATION:** Organising information will help you to see patterns and learn mathematical concepts more easily. It will also help you to think about what you do and do not know about a problem.

- **COLLABORATION:** working with your buddy is so valuable in maths! You create so many opportunities to share your thoughts and make links between ideas.

- **CREATIVITY:** Being creative in maths is all about developing your problem solving skills when you face an unfamiliar problem. Using models and images helps you be more creative!

- **CURIOSITY:** Being curious about your learning in any subject is so important! In maths, being a curious learner will help your understanding and build your love of maths!



- **PERSISTENCE:** being able to persist when faced with challenging unfamiliar problems. Knowing that you may not get the solution first time!

- **COMMUNICATION:** communicating is an essential part of maths learning. It is a way of sharing ideas and clarifying understanding.

- **LOGIC:** being able to use reasoning and deduction when looking for truth in mathematics.

- **RESILIENCE:** keeping a 'CAN DO' attitude when learning mathematics. Sometimes, maths can be difficult but we need to overcome these barriers and "cut off the 'T'!"

- **CRITICAL THINKING:** Showing that you can make a reasoned decision about what to do and not just guess or use a method which is not relevant.



*If you enjoy Maths you could become...*



*An astronomer*

*An accountant*

*A data analyst*

*A research scientist*

*A software engineer*

*A teacher*

*A CAD technician*

*A financial trader*

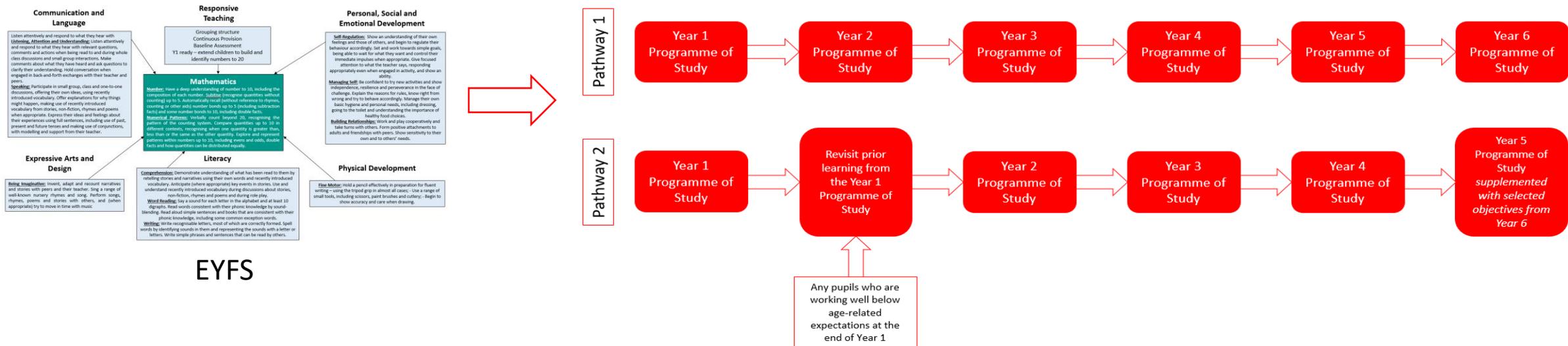
*A game designer*



# MATHS: IMPLEMENTATION

Following research undertaken by school leaders and then subsequent training, the [Maths – No Problem \(MNP\)](#) mathematics education programme was implemented across the school in September 2021. The MNP programme includes textbooks and workbooks for each child as well as online tools for the teacher. The curriculum is designed using a spiral approach which presents a new concept or skill, provides practice on that concept or skill, before moving on to another concept or skill. As the children move through the school, these concepts and skills are reviewed and revisited, but at an increasing sophisticated level. Each session provides opportunities for reasoning and building mathematical fluency.

Even though we have mixed age classes, maths sessions are delivered to separate year groups. Subsequently, all groups have a smaller pupil to teacher ratio when compared to a typical mixed-age class of 30. In order to best meet the needs of all our learners, we have developed two pathways which ensure all learners are able to enjoy progressing through the spiral curriculum and achieve their best outcomes.



# MATHS: IMPACT

- Children and staff develop 'a love to learn' approach to mathematics sessions and a 'can do' culture is promoted across the school in mathematics.
- By completing training, teachers are equipped to deliver the curriculum effectively.
- By selecting and using appropriate materials and resources, children have what they need to support them with their learning.
- By teaching mathematics in smaller groups, children benefit from receiving greater personal attention from the teacher and enhanced opportunities for discussion which builds confidence and self-esteem.
- By completing in-depth assessment regularly, through end of unit reviews and a mid-year and end of year assessment of the different content domains taught, teachers and children understand their strengths and weaknesses which helps them move learning forward.
- Using the insight tools and school developed Excel tracking sheets enables teachers to analyse outcomes at an individual, group and school level.
- Feedback is shared with parents at termly learning conferences and twice yearly reports.