

Maths

In our Maths curriculum you would see our value of **Compassion**:

Staff help children to:

- foster a love of the subject through positive attitudes.
- show compassion to peers through support and encouragement.
- see how much the teachers themselves love Maths.

In our Maths curriculum you would see our value of **Hope**:

Staff motivate children to:

- show a resilient, can-do attitude when learning new concepts.
- be brave enough to take risks in their work and be willing to make mistakes.
- participate in whole class/group discussion, sharing their ideas/answers.
- persevere with their learning in order to learn necessary facts.

In our Maths curriculum you would see our value of **Community**:

Staff encourage children to:

- support each other through paired/group work.
- encourage each other to 'have a go' and celebrate others' achievements.
- share resources.
- help others who may be struggling with concepts.

Children at Hawkhurst Church of England Primary School say this about Maths:

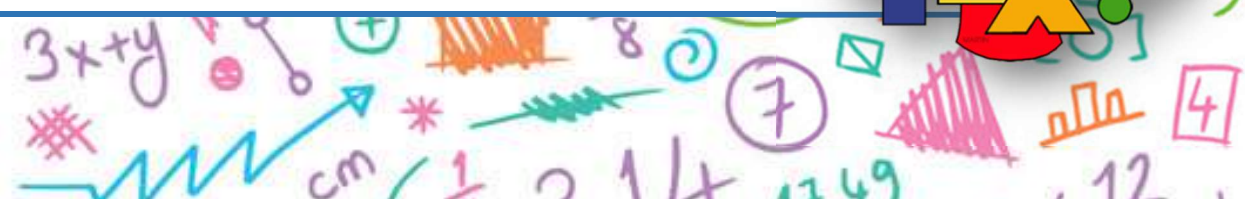
'It's so much fun learning new things in Maths! I love it!' (Year 2)

'Sometimes it's a bit hard but then the teacher explains it and it's a bit easier.' (Year 4)

'I'm very good at Maths and I like the challenges.' (Year 6)

'We use different objects to make hundreds, tens and ones easier.' (Year 3)

"I love when we get to count things and put them in order." EYFS





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Our Agreed consistencies for Maths are:

- All year groups follow a mastery mathematics approach, delivered via White Rose and other sources (e.g. NCETM/nrich).
- Concepts developed through small steps, using a concrete-pictorial-abstract approach.
- Fluency in number skills & times tables supported through use of Times Tables Rock Stars (KS2) and Flashback 4.
- Follow the White Rose calculation policy.

If you were to walk into a Maths lesson at Hawkhurst you would see:

- Engaged children, with access to concrete resources
- Lively and engaging lessons, involving lots of discussion and I do / we do / you do approach
- Discussion and collaboration as a whole class and with partners
- Children making connections with prior knowledge
- Children using mathematical vocabulary to explain their learning
- Children challenged through problem solving and reasoning
- All staff supporting and challenging learners
- Resilient children, happy to have a go
- Environment where mistakes are a learning tool.
- Teachers confident in teaching
- Majority of children working on the same objectives at the same time

In our Maths curriculum you will see that we value inclusion and diversity:

- In our books and other materials, images are used of a wide range of children, with those from different ethnic backgrounds, different genders, and those with disabilities represented.

British Values and Spiritual, Moral, Social and Cultural Learning (SMSC) in Maths:

British values: Children are encouraged to take into account others' views whilst working collaboratively in 'Think Together' problem solving activities. Through collaboration, children can solve problems, offer solutions, help others, take turns and review each other's ideas respectfully.

Social and Moral: Children are provided with opportunities to work with a partner or small group to complete learning activities or peer assessments. This approach requires children to be selfless and explain Mathematical concepts in detail to others, putting their own determinations to one side.

Spiritual: A discovery element is implemented in lessons, where children develop the knowledge, skills and attitudes they need to foster their own understanding of their areas for development.

Cultural: During Maths, children are encouraged to use cultural skills such as sharing, listening, understanding and taking peer advice during learning activities and while sharing answers.