

## Numeracy Learning Vision

At Saughall All Saints, our aim is for children to leave as confident, skilled and resilient mathematicians who understand that mathematics is a fundamental part of everyday life and the world we live in. Mathematics teaches us how to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives. We deliver lessons following the White Rose scheme of work, which are creative and engaging.

At At Saughall All Saints we aim to:

Promote enjoyment and enthusiasm for mathematical learning through practical activity, exploration and discussion. Build confidence, resilience and determination so children will thrive upon conquering challenges and puzzles that mathematics will bring and not be afraid to make mistakes and learn from them.

Develop confidence and competence with numbers and the number system so all children become fluent in the fundamentals of maths through varied and frequent practice. Enable children develop their conceptual understanding and the ability to recall facts and apply that knowledge rapidly and accurately.

Develop the children's ability to solve problems through decision-making, flexible thinking in different ways and reasoning mathematically by communicating and presenting their findings effectively using appropriate mathematical vocabulary and language to justify or prove an argument in a range of contexts.

Develop a deep and sustainable understanding of maths by following a CPA approach. An initial practical (concrete) approach brings concepts to life by allowing children to experience and handle physical objects before pictorial representations (the "seeing" stage) provide a visual representations of concrete objects are used to model problems enabling children to make a mental connection between the physical object they just handled and the abstract pictures, diagrams or models that represent the objects from the problem. Then during the abstract "symbolic" stage children use abstract symbols to model problems. Children will not progress to this stage until they have demonstrated that they have a solid understanding of the concrete and pictorial stages of the problem. The abstract stage involves the teacher introducing abstract concepts (e.g. mathematical symbols).

Numeracy is taught daily during the morning with children organised into ability groups to best suit their needs promoting understanding and progress. This allows for the most able children's needs to be met and challenged. Children are given the opportunity reflect on their learning and encouraged to learn from mistakes or misconceptions. The children's progress as assessed at the end of block of work as well as termly.