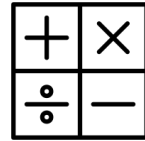


MATHS at Overchurch Infant School



Maths Mastery

- *Children learn about mathematical concepts in depth. They work through concrete, pictorial and abstract stages of learning
- *Children are deemed to have mastered a concept if they are able to confidently retain and apply in a range of contexts



Fluency

- *Opportunities for independent practice and overlearning are provided to ensure automaticity with daily extra fluency sessions
- *Deliberate practice affords the children the time to consolidate their understanding of methods
- *Technology encourages children to regularly practise fundamental number work



Reasoning & Problem Solving

- *Reasoning is evident throughout learning
- *Children complete daily reasoning hook challenges in journals
- *Questioning children and asking them to explain their reasoning allows them to consider their understanding



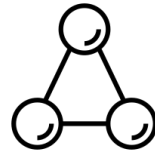
Making Progress

- *Progress is determined by whether the children know and remember what has been taught at the end of each unit / focus
- *Children are challenged by both the content that they are learning and the complexity of the tasks
- *Termly assessments show children's understanding and identify gaps



Sequencing

- *Units of work are sequenced so mathematical knowledge is cumulative
- *Areas of maths are interleaved so that they are regularly revisited and knowledge is built upon
- *Mental maths strategies are planned and taught sequentially year on year as are the methods and resources available to the children



Modelling

- *Mathematical instruction is chunked into small steps
- *Direct instruction is clear and often exemplified with images and songs to lessen the risk of overload
- *Visualisers are used to share teacher and pupil examples
- *Non-examples are shared to limit the possibility of errors being made (within a Growth Mindset atmosphere)



Support For All

- *Scaffolding and differentiation provides children with the structure to attain highly and build confidence
- *A range of manipulatives are used so that all children are supported in their learning
- *Interventions are used daily with a 'keep up, catch up' format to enable all pupils to achieve



Retrieval Practice

- *Children take part in daily fluency sessions to strengthen their memory and retrieval
- *End of unit tasks require retrieval and demonstration of understanding