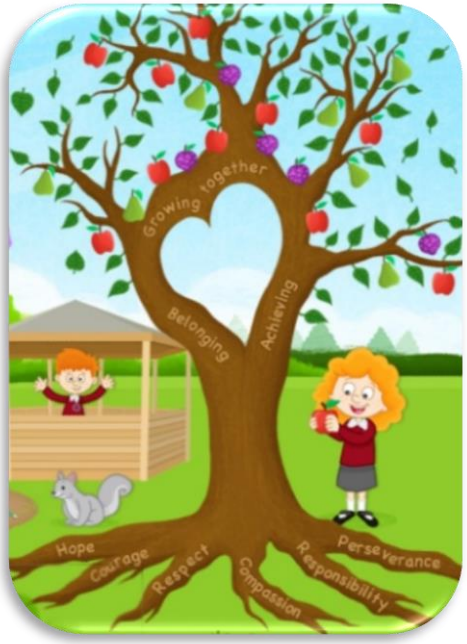
# Court de Wyck

# Maths Culture Document

**Nurturing · Inspiring · Flourishing**

**Everybody in our caring Christian community inspiring, nurturing and challenging each other to do their best in mind, body, and spirit to achieve more than they ever thought possible.**




**Growing Together, Belonging and Achieving**

## I am a mathematician…

"Mathematics is, in its own way, the poetry of logical ideas." **Albert Einstein**

As a Mathematician I am confident in mathematical fluency, problem solving and reasoning. I use a variety of mathematical opportunities, enabling me to make connections in my learning. I am not afraid to take risks and learn from my own and others' mistakes.

I can use oracy to support the development of mathematical language and reasoning.

I can experience a sense of awe and wonder as I solve a problem for the first time, discover different solutions and make links between different areas of mathematics. I will gain a deep understanding of Mathematics through a concrete, pictorial and abstract approach. I recognise the importance of Maths in the wider world and can use my mathematical skills and knowledge confidently, in a range of different contexts across the curriculum. I am a Mathematican.

## Inspire

*"Maths is the only place where truth and beauty mean the same thing."* ***Danica McKellar***

At Court de Wyck our writing curriculum is aspirational, purposeful and nurtures pupils' natural curiosity to become life-long learners, achieving more than they ever thought possible. We inspire children to become Mathematicians Children are immersed are explicitly taught and modelled. Children are inspired through:

- Use of manipulatives and pictorial representations to support understanding and prompt discussions
- Real life context problem solving.
- New concepts are introduced through an 'explore' activity which encourages learners to engage with the ideas.
- Different approaches and opportunities to participate in discussion with their peers.
- Key vocabulary is shared and discussed.
- Use of flashback to reinforce prior learning.
- Creative teaching.
- Active learning.
- Multi-sensory experiences.
- Examples, strategies and problems to encourage learners work more independently.

## Key concept of Mathematics at Court de Wyck

*'To not know Maths is a severer limitation to understanding the world."* ***Richard Feynman***

Writing at Court de Wyck is organised through White Rose. This approach enables children to become confident in fluency, problem solving and reasoning. We encourage children to have a positive attitude towards Maths as a vital life skill and to demonstrate curiosity, perseverance and resilience when tackling mathematical problems. Our curriculum ensures that children are fluent in the fundamentals of Maths and can demonstrate secure recall of key facts in a variety of contexts. The scheme recognises the need for concrete and pictorial experiences of concepts before abstract application. We focus on the importance of using age-appropriate mathematical vocabulary to support children with communicating their understanding and explaining their reasoning when solving mathematical problems. We ensure the children receive a wide range of opportunities to apply their knowledge to solve problems in various 'real-world' contexts including making purposeful links within the wider curriculum.

## Teaching and Learning

*'One child, one teacher, one book and one pen can change the world.'* ***Malala Yousafzai***

At Court de Wyck, we explicitly teach pupils how to organise and effectively manage their learning independently. Opportunities are consistently given to revisit content and retrieve previous learning. Challenge is crucial to allow learners to develop and progress their knowledge of tasks, strategies and of themselves as learners. Effective explaining and modelling creates self-regulated learners who are aware of their strengths and weaknesses, and can motivate themselves to engage, improve and learn.

- Scaffolding with live modelling
- Flexible grouping and adaptive teaching
- Culture of high expectations for all learners
- Building on prior knowledge - revisit and revise
- Language development– metacognitive talk
- Growth mindset strategies modelled and taught.
- Worked examples.
- Explicit instruction
- Misconceptions addressed.
- Walkthrus
- Every teacher is a teacher of SEND.