



Maths

Our learning values

Confidence	Caring	Curiosity	Challenge	Creativity	Community
Coppelstone pupils can present their ideas to others. They are aspirational in their learning. They can explain their mathematical thinking to others.	Coppelstone pupils take a pride in their learning. They listen to and value their peers. They care about understanding their maths on a deeper level.	Coppelstone pupils ask questions. They are reflective learners. They learn about new concepts in maths. They make conjectures.	Coppelstone pupils are self-motivated. They take risks. They persevere. They explain their mathematical thinking.	Coppelstone pupils make connections in their learning. They can show their learning in different ways. They prove and explain their maths using examples.	Coppelstone pupils are collaborative. They share ideas and value the ideas of others. They work together to master the maths curriculum.

<h4>The Five Big Ideas</h4>	Coherence Connecting new ideas to concepts that have already been understood, and ensuring that, once understood and mastered, new ideas are used again in next steps of learning, all steps being small steps	Representation and Structure Representations used in lessons expose the mathematical structure being taught, the aim being that students can do the maths without recourse to the representation	Mathematical Thinking If taught ideas are to be understood deeply, they must not merely be passively received but must be worked on by the student: thought about, reasoned with and discussed with others	Fluency Quick and efficient recall of facts and procedures and the flexibility to move between different contexts and representations of mathematics	Variation Varying the way a concept is initially presented to students, by giving examples that display a concept as well as those that don't display it. Also, carefully varying practice questions so that mechanical repetition is avoided, and thinking is encouraged.
<p>At Coppelstone Primary school, we believe all children should be confident mathematicians. By delivering lesson in which all children can access learning through using small steps, manipulative and varied representation, no children are left behind. Children develop the skills of confidently reasoning about their learning, using clear explanations supported by the use of stem sentences, specifically taught vocabulary and a range of problems set within real contexts to bring meaning to them. Connecting and building on previous learning in concepts, representations and language support children in their journey of mathematical mastery through the school.</p> <p>Following the National Curriculum and using range of resources from the NCETM and White Rose teachers are on a continuous journey to deepen their understanding of the teaching of mathematics. Together with the children, we develop a culture of risk taking where the journey of understanding and the thinking behind the answer is valued more than the correct answer. Inspiring children to explain their thinking and notice common misconceptions challenges our children to think more widely and develops their curiosity in the world of mathematics. Lessons are thoughtfully planned to allow the children an opportunity to <i>practice, challenge and think deeper</i> about the maths they are learning, building their confidence, fluency and ability to explain and justify their knowledge. Children have regular opportunity to practice and build key knowledge in number facts and times tables through the NCETM Mastering Number programs.</p> <p>Parents support learning at home through accessing Maths Shed which allows teachers to set weekly learning linked to the key fluency skills learnt in school.</p>					

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