



Ladbroke Vision For Maths

To raise standards in Numeracy through developing:

Teachers who:

- Are enthusiastic about Maths
- Have high expectations
- Have a sound subject knowledge and use appropriate language
- Embed Numeracy across the curriculum
- Confidently use the agreed strategies for teaching Maths
- Use practical, real life situations that relate to children's experiences
- Are flexible and have confidence to adapt work to suit the children's needs prior, during and after lessons
- Share ideas and resources

Children who:

- Enjoy Numeracy
- Become fluent in the fundamentals of mathematics
- Can reason mathematically
- Use knowledge and apply it to different situations
- Can solve problems by applying their mathematical skills
- Are actively engaged in learning
- Can articulate how they have solved problems either verbally or in their books, using age appropriate language
- Can identify key information in written or spoken forms
- Confidently use mental strategies
- Make progress and can assess their own progress

Planning which:

- Has a clear learning intention and success criteria
- Shows teaching input and key questions
- Includes differentiated activities which extend the more able children, support the less able and children with English as an additional language
- Develops speaking and listening and practical applications
- Includes ICT links which support learning
- Takes into account prior learning
- Includes guided maths work
- Incorporates a range of resources (WhiteRose, Classroom secrets, Target your Maths etc)

Lesson which:

- Are fun, well paced and exciting
- Have a clear structure (mental starter, teaching input, task and plenary)
- Build on prior learning
- Engage all the children fully
- Include opportunities for Assessment for Learning throughout
- Use a range of resources, including ICT, to support learning

Books which:

- Show quality not quantity
- Show progression in knowledge and understanding
- Are neatly presented and set out in line with the school policy
- Show a combination of useful worksheets as well as children's written workings
- Are marked regularly either by the teacher, through written and/or verbal feedback, or by the pupil through self assessment
- Show marking moves the pupil forward

An Environment which:

- Has resources readily available in class and in central areas
- Has working walls designed to support children's learning
- Supports the development of maths, e.g. 100 squares and appropriate number lines in each class
- Displays key vocabulary
- Promotes the development of maths

