



Teaching for Mastery at Portfields Primary School

Why do we teach it?

At Portfields Primary, our maths teaching is underpinned by the need for all children to develop a deep understanding of the mathematics they are learning giving all pupils the best chances of mastering maths. This is taught through the mastery approach where students work on the same concept together, broadly at the same pace. We aspire for all children to be successful mathematicians who enjoy maths, who will achieve their potential and can make connections across the curriculum not only their mathematical learning, but with maths and the wider curriculum.

Which will be covered in each phase?

EYFS

Children will develop their understanding of numbers to 10 including number bonds, subsidising and comparing numbers. They will also have opportunities to discuss and investigate pattern. We have also planned experiences for children to explore shape and measure across the year.

KS1

- Place Value to 100
- Addition and subtraction
- 2D and 3D Shape
- Time
- Measure
- Position and direction
- Introduction to multiplication and division.
- Fractions
- Statistics

KS2

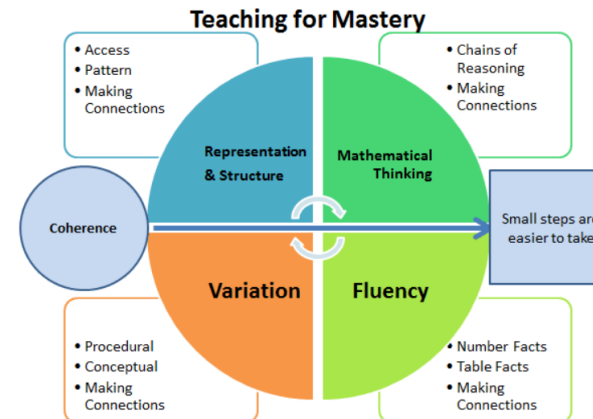
- Place Value to 10,000,000
- Addition and subtraction
- Algebra
- Fractions, Decimals and Percentages
- Ratio
- 2D and 3D Shape
- Time
- Measure
- Statistics
- Position and direction
- Area, perimeter and volume

What do we use to support our maths curriculum?

Planning is led by the national curriculum and is delivered using the mastery approach and supported by both White Rose Maths and support documents from the [NCETM prioritisation materials](#).

What are the key elements of good maths teaching?

There are 5 big ideas that underpin quality mastery maths lessons. Children at all levels of attainment should have access to resources to help develop understanding of mathematical structure (Representation and structure), opportunities to develop reasoning through partner and class discussion (Mathematical thinking), have time to apply knowledge to a wide range of tasks that deepen learning (Variation). This is planned out through a sequence of small steps within each topic (Coherence). In addition to this, children have a daily opportunity to practice their fluency skills both within the maths lesson and at the start of the school day (Fluency).



How do we assess pupils?

Teachers use formative and summative assessments to measure progress against the key objectives from the National curriculum. Analysis of assessment data is used to set targets and individual progress is reported to parents through Parents' Evenings and an end of year report.