



Soaring to success

Maths

How are Children Taught?

At Kentmere, we teach maths using a mastery approach; this sparks curiosity and excitement and helps nurture children's confidence in maths. We also deliver a same day intervention for children; this is to address any misconceptions picked up during lessons. We use Maths No Problem to support the teaching and learning of mastery in mathematics.

We use Times Tables Rockstars across the school as we believe that it is important that all children to become fluent and have a rapid recall of times table facts. This challenges children on age relevant multiplication and division facts and it allows children to practice and compete with their peers across the school.

Whole class moves through content at the same pace

When teaching maths for mastery, the whole class moves through topics at broadly the same pace. Each topic is studied in depth and the teacher does not move to the next stage until all children demonstrate they have a secure understanding of mathematical concepts. Ideas are revisited at high levels as the curriculum spirals through the years.

Time to think deeply about maths

Students are given time to think deeply about the maths and really understand the concepts at a relational level rather than as a set of rules or procedures. This slower pace leads to greater progress because it ensures that students are secure in their understanding and teacher don't need to revisit topics once they've been covered in depth.

Builds self-confidence in learner

Teaching maths for mastery ensured all pupils access the full maths curriculum. This inclusive approach, and it's emphasis on promoting multiple methods of solving a problem, builds self-confidence and resilience in pupils.

Differentiated through depth rather than acceleration

Though the whole class goes through the same content at the same pace, there is still plenty of opportunity for differentiation. Unlike the old model, where advanced learners are accelerated through new content, those pupils who grasp concepts quickly are challenged with rich and sophisticated problems within the topic. Those children who are not sufficiently fluent are provided with additional support to consolidate their learning before moving on.

Concrete, Pictorial, Abstract (CPA) approach

Based on Jerome Bruner's work, pupils learn new concepts initially using concrete examples, such as counters, then progress to drawing pictorial representations before finally using more abstract symbols, such as the equals sign.

<https://mathsnoproblem.com/en/parent-videos/> - link for parent video of Maths No Problem