

Principles of Effective Maths Teaching



Sullivan Primary School
The best in everyone™
Part of United Learning

At Sullivan, we believe that for all children to reach their full potential they need to develop a deep understanding of mathematical procedures and concepts. Aligning the curriculum to White Rose Maths, we provide a structured and coherent curriculum.

All children are provided with opportunities to secure the mathematical facts, methods and procedures required to be able to apply their learning in a range of different contexts. We support our children to be confident, fluent and adaptable mathematicians using the core principles of maths teaching below.

1. To activate the working memory, **previous learning** is **recapped** at the beginning of lessons.

2. Teachers **explicitly model** methods and procedures, providing **systematic instruction**. When appropriate, '**Steps to Success**' are generated and can provide a scaffold for learners.

3. **Questioning** is used throughout lessons, to **check understanding**, **stimulate** and **challenge mathematical thinking**.

4. Throughout the lesson, teachers **diagnostically assess** gaps in understanding in order to provide **immediate interventions** and in-the-moment feedback.

5. All children receive opportunities to **mathematically reason**. This allows opportunities for children to use accurate mathematical **vocabulary** and **stem sentences**.

6. Children are taught **problem solving** skills and apply their understanding to a range of **increasingly complex** problems and contexts.

7. Children develop **proficiency** through the regular **practice** of methods and strategies. This develops **fluency** and allows them to become **rapid** and **accurate**.

8. A **CPA** (concrete, pictorial, abstract) approach is used to deepen understanding of mathematical **structures** and can be used to provide a **scaffold**.

9. **Working walls** support children in their current learning and to **enable independence**.

10. The curriculum is **Progressive** and **coherently structured** to build understanding in **small steps**.

11. In EYFS, children develop a deep understanding of maths in an **engaging** and **stimulating** environment.

12. For those not yet secure, teachers **scaffold** learning and provide additional practice opportunities.