

## Mathematics Rubric

This rubric sets out our vision, aims and approach to the teaching and learning of mathematics at Fen Rivers.

### Vision

All Fen Rivers learners are able to think and work mathematically – to build confidence and success

### Aims

Our aim is that all our children have the right to love mathematics and to develop their own mathematical identity. We aim that all of our children have excellent educational experiences in mathematics and these ensure they are equipped for the next stage of their education, training or employment.

We have adopted the Rights of the Mathematician (ref: Cath Gripton, 2020) and our aims and approach are based on these:

<https://blogs.nottingham.ac.uk/primaryeducationnetwork/2020/02/14/the-rights-of-the-mathematician/>

1. The right to enjoy mathematics
2. The right to have interests and preferences
3. The right to make jottings, drawings and working out
4. The right to use our own methods and approaches
5. The right to use manipulatives and resources
6. The right to reason, to talk about mathematics and be listened to
7. The right to make mistakes
8. The right to estimate, to guess and to conjecture
9. The right to ponder and take time
10. The right to be helpful

### Approach

We teach mathematics every day (45 minutes per session).

We are in the process of creating our own bespoke mathematics curriculum, which draws on the 2014 mathematics NC, but also meets the needs of our learners. This will ensure our children understand the most important concepts in mathematics, pertinent to their learning.

We encourage our children to be independent in lessons, to make connections, and to problem solve in a range of contexts.

We model and use rich mathematical language where children are encouraged to talk, explain, think and reason.

We use a wide variety of mathematical manipulatives and representations (e.g. Numicon, counters, Cuisenaire Rods, bead strings, digit cards) to develop conceptual understanding.

We understand that not all children think and work mathematically in the same way, so we encourage them to develop fluency to support them when solving problems.

We employ a range of pedagogy to ensure all children's needs are met.

Where possible, we exploit links between mathematics and other subjects, so that children's learning is strengthened and applied.