

About Maths — No Problem!

For our maths provision, we are proud to offer **Maths — No Problem!** at our school. This is a research-based, maths mastery programme for all classes from Reception to Year 6.

The underpinning belief of the programme is that every single child can achieve a deep understanding and love of maths with the right teaching and support.



Teaching maths for mastery is a transformational approach to maths teaching. Unlike traditional approaches that we may be familiar with from our own schooling, maths mastery allows all children to develop mathematical fluency and confidence. It does not rely on rote learning and memorisation. All lessons begin with a real-life problem so they are relatable and interesting to the specific age range of children.



The Characteristics of the Maths — No Problem! Approach

Inclusion: everyone can achieve in maths

In a traditional primary school maths lesson, children are put in different groups and given different content based on their anticipated ability. This means that from an early age children are classed as those who can and those who can't 'do maths'. **Maths — No Problem!** offers all children access to the full maths curriculum. This inclusive approach, and its emphasis on promoting multiple methods of solving a problem, builds self-confidence and resilience.

Reflection: children have time to think deeply about maths

Children are given time to think deeply about maths and really understand the concepts. This slower pace leads to greater progress. The programme uses a spiral curriculum where each subject or skill area is revisited in intervals at a more sophisticated level each time. Using this technique, material is presented in a logical sequence. The programme is based on the Concrete Pictorial Abstract (CPA) approach to learning. Initially a concept is enacted with concrete materials; later it is represented by pictures and then by abstract notation (such as a plus or equals sign).

Progression: the whole class moves through maths content at the same pace

When teaching maths for mastery, the whole class moves through topics at broadly the same pace. But although they are working through the same content, there is still plenty of opportunity for differentiation. Children who grasp concepts quickly are challenged with rich and sophisticated problems within the same topic, while those who are struggling are provided with additional support to consolidate their understanding before moving on.

