Malvern Parish CE Primary School

'Learning Together for an Exciting Future'

At Malvern Parish, our vision is for all children and adults to become aware of their God given gifts so they can flourish as individuals, achieve academically and build firm foundations for the future.

This vision is deeply rooted in strong Christian tradition and based upon:

"I come that they may have life and have it to the full". *John 10.10*

"For I know the plans I have for you," declares the LORD**, *"plans to prosper you and not to harm you, plans to give you hope and a future."*** Jeremiah 29.11

We seek to develop our vision through our Christian values of Friendship Respect, Trust, Peace, Truthfulness and Forgiveness and live out these values in every part of school life.

Spiritual, Moral, Social & Cultural (SMSC) Development in Mathematics at Malvern Parish CE Primary School

In Maths lessons, children are encouraged to delve deeply into their understanding of Mathematics and how it relates to the world around them. Our Maths teaching actively encourages risk taking which enables children to explore and try new ideas without the fear of failure. This is fundamental to building children's self-esteem within Mathematics.

Throughout history, the study of Mathematics stems from intrigue and curiosity, with people's desire to pose and solve problems relating to the real world or purely within mathematics itself. We aim for our children to appreciate this and use their own Maths to explore and question the way the world works and also to apply their reasoning to puzzles and problem solving for their personal satisfaction.

Spiritual

The awe and wonder of mathematics is shared with the children and helps to explain the world and the mathematical patterns that occur such as the symmetry of snowflakes or the stripes of a zebra. We talk about the wow factor when the children make connections in maths.

- Developing deep thinking and questioning the way in which the world works, promotes the spiritual growth of our children.
- We are sensitive to children's individual needs and backgrounds and experience.
- We aim to give all children an appreciation of the richness and power of maths.

Moral

We look at the use of statistics and how people manipulate them to promote their own (biased) opinions. Children are encouraged to discuss the use and misuse of data in all issues including those supporting moral argument.

- Within the classroom, we encourage respect, reward good behaviour. We value listening to others views and opinions on problem solving.
- We promote discussion about mathematical understanding and challenge assumptions, supporting children to question information and data that they are presented with.
- We show the children that we are on a quest for truth by rigorous and logical argument and discourage jumping to conclusions.

Social

At the beginning of lessons, a hook is often used to engage children and to show how maths is used in the real world. Social education in Maths gives the greatest opportunity for children to work together collaboratively during experimental and investigative work.

- In classrooms, we look for opportunities for children to use mini-whiteboards to promote self-esteem and build self-confidence.
- We encourage collaborative learning in the classroom – in the form of listening and learning from each other and paired discussion / working partners.
- We help children develop their mathematical voice and powers of logic, reasoning and explanation by offering explanations to each other.
- We seek out events and team maths challenges for increased children involvement.
- We exhibit children's work in maths classrooms - to share their good practice and celebrate achievement through creating informative displays.

Cultural

We encourage the children to appreciate the wealth of mathematics in all cultures throughout history. We look at the history of maths and its development. Examples of this are how the different number and measuring systems have evolved.

Children also look at the number systems used by other countries such as Tanzania, Chinese numbers and how Roman numerals are used particularly on clocks.

- We share the appreciation with the children that mathematics, its language and symbols have developed from many different cultures around the world: e.g. Egyptian, Indian, Islamic, Greek and Russian roots.
- We look to make explicit reference to Mathematicians contribution to progression of the subject as we teach topics throughout our Schemes of Work.
- We investigate and research cross cultural patterns – tessellation, Islamic tiling.