



Ashlands CofE Primary School Maths Statement

Love of learning, love of life, love of one another

“Life in all its fullness” John 10:10



INTENT:

In Maths, at Ashlands Primary School, we aspire to develop a love of learning, which enables children to recognise the importance of Maths in the wider world, to combine their key skills with their mathematical skills and knowledge and to confidently use them in their lives, in a range of different contexts.

The 2014 National Curriculum for Maths aims to ensure that all children:

- Become fluent in the fundamentals of Mathematics
 - Are able to reason mathematically
 - Can solve problems by applying their Mathematics
- Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

IMPLEMENTATION:

At Ashlands Primary School, we use the White Rose Maths scheme as the over-arching progression throughout KS1 and KS2. Mathematical topics are taught in blocks, to enable the achievement of 'mastery' over time. The NCETM mastery professional development materials and RTP criteria will be used to deepen teachers' knowledge and understanding in the implementation of this work. It is at the teachers' discretion, to use a range of recommended resources to create an individually tailored curriculum within their year group, which is taught through carefully crafted lessons and using resources to foster deep conceptual and procedural knowledge.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, a teacher's decision about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, through additional practice, before moving on. Within our school this is achieved through intervention and over-learning as appropriate (provided by the class teacher or support staff). Pre-teaching may also be used if a teacher feels it is appropriate.

Teachers are encouraged to use the school playground and forest school area as an outdoor classroom whenever possible, for example, when teaching length, area or perimeter.

Across the week in maths, the SLT would expect to see:

- Teachers and support staff using precise questioning: to test conceptual and procedural knowledge
- Teachers and support staff using careful questions to draw out children's discussions and their reasoning.
- Teachers and support staff regularly assessing children to identify those needing intervention or over-learning
- Every child given the opportunity to reason & problem solve and have access to greater depth questions
- A CPA (concrete pictorial abstract) approach used with everyone and children encouraged to find multiple ways of answering a question (variation)
- Mathematical vocabulary to be used confidently by all staff and children
- Teachers and support staff modelling the use of part whole and bar models to represent problems and children encouraged to use independently
- Teachers and support staff modelling and discussing new skills with the children and the children being given the opportunity to develop these skills independently
- Daily sessions using Mastering Number for KS1
- Daily sessions (twice where possible) using times tables challenge for LKS2
- Daily sessions using arithmetic skills for UKS2
- Work recorded in books - photocopies of whiteboards, annotated photographs, variety of questions
- Teachers and support staff using the agreed school marking policy to give children regular oral feedback throughout a lesson and to mark and assess the children's work
- Children self-assessing their work based on specific lesson objective as agreed in school marking policy

IMPACT:

At Ashlands Primary School the school values underpin all teaching. The children are encouraged to show friendship, trust and forgiveness when working collaboratively, aspiration when developing their independent skills, as well as showing compassion and respect when recognising the difficulties and achievements of their peers throughout a lesson.

Regular and ongoing assessment informs next steps for teaching, as well as intervention or over-learning, to support and enable the success of each child. Throughout the teaching of a unit of work teachers will be using a unit overview of small steps (written by the teacher) to assess children's progress. This information, alongside any formal assessments carried out by the teacher, will be used to make summative assessments at the end of a unit to complete the assessment grids in the back of each child's book. Across the school, these factors ensure that we are aspiring to achieve end of KS1 and end of KS2 results in line with or above national averages for both Age-related Expectations and Greater Depth and that our KS2 children are ready for secondary school. All children are tracked through a robust assessment tracking system, with children targeted to maintain or accelerate their progress as appropriate.

Information from the assessment grids will be used to:

- inform parents about the progress of their child during parents' evenings and for end of year reports
- inform discussions with the SLT/HT about the progression of individual children during pupil progress meetings
- to update SIMS for SLT/HT to analyse cohort data in attainment and progression. This data is then subsequently used to inform priorities on the current and next school year school development plans.

Foundation Stage:

Intent:

Mathematics is one of the seven areas of the Early Years curriculum.

All children are encouraged to develop their confidence with number, positivity and willingness to have a go at maths.

Implementation:

Maths is taught through the Mastering Number (NCETM Maths Hub) programme, alongside WRM for numerical patterns and real life mathematical situations. Practical activities, exploration and the use of concrete resources is part of every lesson.

Impact:

Within the Mastering Number programme all children should make good progress towards the ELG for Number.

Across the Early Years continuous provision curriculum all children should make good progress towards the ELG for Numerical Patterns.