



## Subject on a page

# Mathematics

At Amotherby CP School we believe that everyone can do maths to the best of their ability and a positive mindset is essential for successful mathematicians.

Intent- What do we aim to achieve for all children?

Become fluent in recalling number facts, such as number bonds and times tables.

Make connections with key concepts and use justifications based on logical reasoning.

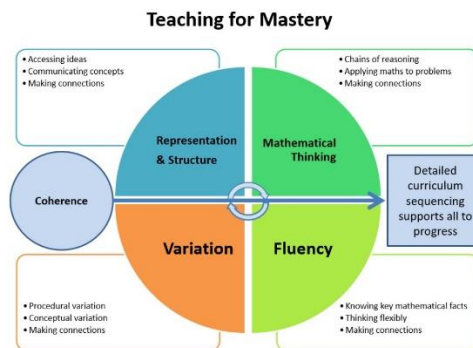
Identify mistakes and explain them with confidence.

Develop an approach for maths which is consistent and challenges all children.

Ensure the wider curriculum allows transferrable mathematical skills.

We recognise the importance of using current pedagogy to underpin our teaching practice, therefore have adopted the five big ideas to develop our lesson structure and content, these

- Coherence
- Representation and Structure
- Mathematical Thinking
- Fluency
- Variation





# Implementation

Throughout the school, a teaching for mastery approach is used to ensure that learning is deep, long-term, secure and is adaptable. Units of learning are sequenced in a logical order so that knowledge and skills can be built upon. Lessons are planned using White Rose materials, with NCETM, Ready to Progress and I see Reasoning materials also being used, to ensure that the needs of all children are being met. National Curriculum statements are sequenced into smaller steps, providing extended opportunities to deepen learning. Our expectation is that all children work on the same concept, and the majority of children progress at a similar pace.

## Lesson Structure

### Fluent in Five

Maths lessons begin with a 15-minute fluency session, in which children practise written and mental calculations.

### Recap

Previous learning is reviewed through verbal questioning or on white boards. The learning objective for the lesson is shared.

New learning is introduced in small steps, with teachers utilising CPA approach to draw out key conceptual knowledge and model this with planned vocabulary. Misconceptions are also considered and planned for.

Children undertake a series of intelligent practice opportunities with regular feedback provided by teachers.

Upon whole class feedback, answers are marked and corrected. Teachers respond to assessment with a Keep Up session the same day. Pre-teaching may also be

## Keep Up

At the end of every lesson, teachers make formative assessment judgements based on a child's performance in the intelligent practice. Children who have not met full expectations and learning is not secure, will receive same day intervention by an adult to ensure they are at the same starting point as their peers in the next lesson.



## Implementation continued

**Mastering Number- An Early Approach  
to being arithmetically proficient**

**Children in Reception, Year 1 and Year  
2 receive regular sessions to secure  
firm foundations in the development of  
number sense by becoming confident  
and flexible with number.**

**KS2 Times Tables Approach**

**Our aim is for children to learn all  
multiplication and division facts to  
automaticity by the end of Year 5.  
Children in Year 3, Year 4 and Year 5  
receive regular times tables sessions,  
with a focus on oral chanting.**

**Vocabulary**

**The use of accurate and concise  
mathematical vocabulary is something  
which we strive for within our  
mathematics sessions from children  
and teachers. To promote this, teachers  
use carefully considered stem**

## Impact

### How do we assess our maths curriculum?

**Prior to each unit, teachers  
provide all children with pre-  
assessment questions to  
ascertain prior knowledge  
and gaps in understanding.  
Teachers then adapt their  
planning accordingly.**

**In every maths lesson,  
teachers use formative  
assessment strategies to  
identify children who have  
achieved the learning  
objective and those that  
require Keep Up intervention.**

**Summative NFER  
assessments are  
undertaken during the  
spring and summer terms.  
Teachers use GAP analysis  
to identify gaps in  
understanding and adapt  
their planning  
accordingly.**

**National  
Assessments  
completed in  
Year 6.**