

Mathematics

Intent

At Ashley Hill Multi Academy Trust, we aspire to provide the children with a foundation for understanding number, reasoning, thinking logically and problem solving with resilience so that they are fully prepared for the future. It is essential that these cornerstones of mathematics are embedded throughout all strands of the mathematics curriculum. Our approach to teaching mathematics is intended so that the children, regardless of their starting point, will maximise their academic achievement, and leave with an appreciation and enthusiasm for maths.

Our Mathematics curriculum aims to ensure that children:

- Achieve a deep understanding of National Curriculum objectives for maths, becoming fluent, confident and accurate in number and calculation methods outlined in our calculation policy.
- Use concrete – pictorial – abstract approach so that pupils build from physical conceptual foundations to more abstract representations.
- Develop resilience and problem-solving skills and can apply these to a variety of concept.
- Retain prior knowledge through daily retrieval and revising of concepts.
- Build fluency of number bonds and times table facts.
- Are supported to engage and make progress to meet their potential within maths lessons regardless of academic ability, SEND needs or background.

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Implementation

In EYFS, the curriculum is delivered using the White Rose scheme providing a strong foundation in number, shape, space and measure through practical play-based exploration.

The curriculum for mathematics is delivered using the Magma Maths platform which is supported by school-led planning that includes the following features:

- All units and lessons are aligned to the statutory aims and content of the National Curriculum for mathematics.
- Planned with careful consideration of progression from EYFS-Y6
- Planned using concrete-pictorial-abstract so that pupils build from physical conceptual foundations to more abstract representations.
- Include 'Daily 5' retrieval questions to revisit core concepts, number facts or prior learning.
- Include daily fluency activities to develop rapid recall of number bonds, times tables and related facts.
- Make adaptations to ensure appropriate scaffolding for children with SEND are supported and those with greater understanding are challenged and stretched.
- Uses the Magma 'heat map' assessment tool to support assessment for learning and to provide regular, assessment for learning that addresses gaps and misconceptions.
- Mixed ability teaching that does not limit the children's knowledge, but instead exposes them to the level of challenge for them to achieve their full potential.
- Children who are identified as not making sufficient progress receive targeted intervention to support them and close the attainment gap.

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Impact

As a result of our high-quality mathematics curriculum, children make good progress from their starting points.

Maths is assessed at the end of each term in EYFS and KS1 using evidence of pupil's performance within lessons and their application of skills across the wider curriculum. Teachers also complete maths conferencing to help support assessment.

In KS2, maths is assessed termly on Magma Maths using the White Rose end of term assessments as well as data from performance in lessons. The data gathered through these assessment practices, are recorded on Insight and used to address gaps and move children's learning forwards and to evaluate the impact of our maths curriculum.

Through our curriculum, children will develop a love and curiosity for mathematics and understand the importance of maths in the real world. They will be able to articulate why mathematics is important and the links that it has with other areas of the curriculum. Overall, our children will be equipped with the attitude and understanding required for them to continue with maths in the next stage of their education and to succeed in the subject.