



Mathematics

At Peacehaven Heights Primary School, we aim to provide our pupils with a high quality mathematics education that equips them with key skills and conceptual understanding of mathematical concepts and develops their ability to communicate their mathematical reasoning and become critical thinkers. We do this through a Mastery Approach.

Intent:

We aim to:

- develop mathematical competency and skills and understanding across key concepts
- develop fluent mathematicians who are confident and able to apply their mathematical knowledge to a variety of problems
- develop pupils' ability to reason about mathematical concepts and make connections within the mathematics programme of study, the whole school curriculum and between disciplines and the wider world
- develop independent problem solvers who take risks in their learning and challenge themselves
- foster an enjoyment of mathematics and create critical thinkers

Implementation:

The mathematics curriculum is structured into units for each year group. Each unit builds upon learning from the previous year group and has been designed so that links between concepts can be made. Units are designed to focus on one specific area of the mathematics curriculum so that pupils have time to deepen their understanding as well as making connections across the different areas of learning.

Across the school a CPA (concrete, pictorial and abstract) approach is applied to support depth of understanding across calculations and mathematical concepts (examples noted in calculation policy). Planning has a concrete, pictorial and abstract approach because we believe that ALL PUPILS, when introduced to a key new concept need the opportunity to build competency in this area by experiencing concrete, pictorial and abstract representations of a concept. Moving between these approaches enables pupils to connect abstract symbols with familiar contexts, which supports pupils in making sense of maths.

Every maths lesson includes an element of fluency, reasoning and problem solving to develop a depth of understanding across the mathematics curriculum. Frequent additional practice is encouraged to support children's fluency in number bonds, mental calculation strategies, multiplication and division facts. In Yr 1 and EYFS, classes pupils are taught to make connections and apply their understanding of mathematical concepts through focussing on numbers within 20. From Yr 2 onwards there is dedicated time to the teaching of multiplication and division facts.

Impact:

Daily – On a daily basis, marking and feedback is the most effective way of measuring impact. Live marking is used as much as possible with the children so that teachers are able to gain immediate feedback on the progress being made within a lesson and identify gaps in learning. These are then plugged through either immediate intervention in the lesson or during a short catch up session later in the day.

Additional tracking –from Year 1 upwards, more formal termly assessments are used (NFER tests and SATs) All of this information is used to make a termly judgements about the progress of each pupil;

Children are taught in mixed attainment groups with fluid and focused group work for teaching and learning particular concepts – as needed. Classes are kept closer together, working on similar concepts. We are working to reduce differences in attainment for our struggling learners whilst at the same time offering rich mathematical opportunities for all to acquire a greater depth of understanding. Additional support may be given in the following ways: further use of equipment (to expose the structure of the maths), careful directed questioning, additional time or small group support to consolidate

understanding. These vary according to the needs of each child and may take place outside of the mathematics lesson. We are working towards a model of same day/ next day intervention to enable all children to 'keep up not catch up'.