



Inspiring a love for lifelong learning

Maths Curriculum

Curriculum Overview	<p>At Ashford Park Primary School, our maths philosophy and ethos is around Quality First Teaching. Through delivering highly effective mathematics lessons, we provide our children with stimulating and challenging mathematical opportunities. If we have exhausted this avenue then our focus turns to interventions. Our Quality First Teaching is fundamental in the progress and attainment our children make through their mathematical journey from Reception to Year 6 enabling them to achieve their full potential. Within the timetable, we have dedicated time (20-30mins daily) for the practice of arithmetic skills and mental maths strategies; number bonds and times tables. We have introduced, this year, the NCETM Mastering Number Program in Reception, Year 1 and Year 2 to further secure number knowledge across KS1, which is designed to reduce the cognitive overload to enable our pupils to build upon their prior learning as they progress through KS2 and beyond. This is in addition to the daily 1-hour maths lesson.</p> <p>We are proud of our mathematics learning at APPS, and since 2016, with the implementation of new leadership, CPD and a strong maths scheme: White Rose Maths, the teachers and LSAs delivery of the maths curriculum has strengthened. This more robust and effective maths curriculum has been evidenced through learning walks, pupil progress meetings, data, observations and book looks. Effective assessment tools, teaching strategies and improved subject knowledge through dedicated maths CPD has also supported us in our journey.</p> <p>Our teaching and assessment of maths is now very effective and strong across the school. As a result, our KS2 outcomes, since 2016, have improved year on year. We are extremely proud of what we have achieved.</p>
Curriculum Intent	<ul style="list-style-type: none">➤ Our principal aim is that children leave Ashford Park with a wide range of happy and rich memories in mathematics formed through interesting and exciting experiences driven through vehicles that enhance a child's awareness of their own abilities and strengths as a learner; thus ensuring that children see learning in mathematics as an ongoing process not a one-off event.➤ Children will meet the National Curriculum expectations in mathematics, which will be taught by highly- enthusiastic qualified staff who will support children to develop concepts and inspire enthusiasm and interest in mathematics.➤ Children will study a high quality maths curriculum that is both challenging and enjoyable.➤ Children will develop into independent learners with inquisitive minds who have secure mathematical foundations and an interest in self-improvement.➤ Opportunities will exist for children of all ages to experience learning beyond the classroom. This will allow them to enrich their knowledge by, for example, undertaking maths investigations outdoors, applying maths skills across the curriculum and engaging parents in home application of skills.➤ Children will develop a deep understanding of the mathematics they are studying. They will increasingly use their prior knowledge to solve problems and develop the sophistication of mathematics. This will be done through teacher input as well as independently.➤ Children will be provided with a variety of mathematical opportunities, which will enable them to make connections in learning leading to greater depth learning, ensuring they are confident mathematicians who are not afraid to take risks.



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	<ul style="list-style-type: none"> ➤ A high quality mathematics education will be taught providing a foundation for understanding the world, developing the ability to reason mathematically and encouraging a sense of enjoyment and curiosity about mathematics. ➤ Mathematical skills will be applied to other subjects including science, design & technology, history and geography.
<p>Curriculum Implementation</p>	<ul style="list-style-type: none"> ➤ The curriculum hours in Mathematics are non-negotiable and will be followed by all staff in the school and monitored by the Mathematics Leader and the Senior Leadership Team of the school. ➤ The Subject Leader for Mathematics will meet the Senior Leadership Team to evaluate provision in order to ensure that quality first teaching in mathematics is evident. Where necessary, staff will receive coaching and training in mathematics. ➤ Pupils will make connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. ➤ Steps to Success (Success Criteria) in every mathematics lesson are set in order to guide children to achieve their potential. This ensures work is demanding and matches the aims of the curriculum. ➤ High quality teaching responds to the needs of children. Teachers actively marking work in lessons in order to identify misconceptions early is a key focus along with the use of a Whole Class Feedforward Form to inform next steps, planning and identifies pupils for our 'Keep-Up' sessions that occur daily. ➤ High quality educational resources complement the delivery of mathematics lessons. ➤ Children understand how mathematics is used in the wider world including careers.
<p>Curriculum Impact</p>	<ul style="list-style-type: none"> ➤ Children are happy learners within mathematics. They experience a wide-range of learning opportunities and challenges and are able to respond appropriately to them drawing on prior knowledge and skills. ➤ Children of all abilities and backgrounds achieve well in mathematics, which is reflected in their attainment and progress. ➤ Children talk enthusiastically about their learning in mathematics and are eager to further their learning in the next stages of their education. ➤ There is a clear improvement in attainment and progress over time that reflects the impact of deep learning in their long-term memories. ➤ Clear outcomes focus and guide all mathematical development plans and drive improvement. ➤ Children become fluent in the fundamentals of mathematics. Through varied and frequent practice with increasingly complex problems over time, pupils have the conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. ➤ Children are able to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, developing an argument, justification or proof using mathematical language. ➤ Children solve problems by applying their mathematics in a variety of problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering to seek solutions. ➤ Through wider application of mathematics in the curriculum, children have opportunities to explore key mathematic concepts and understand how mathematics is used in the wider world.