

## **MATHS SUBJECT STATEMENT**

### **Intent**

At Ashfield Junior School, we aim to provide pupils with a curriculum which involves the exploration, practise, application and reasoning of maths. In line with the national curriculum, our intention is that all pupils develop and deepen their knowledge and understanding of fluency, recall, problem solving and reasoning. This is done by working more slowly and thoroughly through the small steps of our topics which are organised carefully in response to pupils' needs. Each lesson builds on the previous one and our aim for clearly sequenced lessons is through a bespoke overview tailored to the needs of our current pupils.

### **Implementation**

We use the White Rose Maths resources and unit plans to deliver our mathematics curriculum across the school. To learn mathematics effectively, some things have to be taught before others. You will see this emphasis on number skills first, carefully ordered, throughout our curriculum. We use the CPA approach to help pupils understand mathematics and to make connections. We place emphasis on mathematical language and questioning so pupils can discuss the mathematics they are doing, and so support them to take ideas further. All pupils should have the opportunity to build competency in this topic by taking this approach. Sessions include explicit reference to vital mathematical vocabulary to support and encourage all children to communicate their ideas with mathematical precision and clarity. We are committed to ensuring that pupils secure their knowledge of times tables and related divisional facts by the end of Year 4. Our pupils engage in low stakes testing through Times Tables Rock Stars to practice fluent recall. As well as the daily maths lesson, allocated time to practise times tables is built into the weekly time table across all year groups. The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. We aim for each child to be confident in each yearly objective and develop their ability to use this knowledge to develop a greater depth understanding to solve varied fluency problems as well as problem solving and reasoning questions. Decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Those who are not sufficiently fluent with earlier material consolidate their understanding before moving on. Where necessary, earlier material should consolidate their understanding, including through additional practice, before moving on.

### **Impact**

Pupils receive regular verbal feedback about their successes and areas for development. Pupils in Years 5 and 6 reflect on their lessons and self-assess each piece of work. Summative assessments take place 3 times per year to identify pupils who require additional support, those who are on track and exceeding. This informs future planning and intervention programmes which includes online tutoring. Children are able to apply their maths knowledge and skills when completing maths tasks across other areas of the curriculum.