



Curriculum Aims for Mathematics

Oaks Primary Academy, along with the other primary schools in the Leigh Academies Trust Maidstone cluster, follows the National Curriculum for Mathematics. A mastery scheme of learning, as developed by the White Rose Maths Hub, is used across all phases to ensure continuity, sequenced teaching of skills, rigorous coverage of the curriculum, and challenge.

Lessons are carefully planned to provide learning opportunities that address the three key aims of the National Curriculum: fluency, reasoning and problem-solving. Pupils are supported to foster deep conceptual and procedural knowledge, enabling them to become competent and confident 'masters' of maths.

We believe that every child can be successful in mathematics.

Our core aims in mathematics are:

- To offer a broad and balanced curriculum based on the National Curriculum.
- To present mathematics as an interesting and exciting subject that is relevant to pupils and has links to the everyday life of the child.
- To provide opportunities for pupils to use and apply their maths skills outside of discrete maths teaching time – both in cross-curricular and in real-life contexts.
- To promote a positive attitude towards mathematics and to enable pupils to develop their confidence in the subject and a motivation to succeed.
- To ensure that all children achieve to their highest potential in mathematics and that all pupils are challenged.

How we achieve mathematical mastery:

- Manipulatives and other concrete and pictorial resources are widely used to promote children's understanding of abstract concepts. This concrete-pictorial-abstract approach is used across the school to enable pupils to confidently apply and use formal written methods as they move up through the school. Pupils are encouraged to be as independent as

possible in accessing and selecting appropriate resources to help them with a task.

- Precise higher-order questioning is used to assess pupils' learning at each stage of the lesson. Tasks are planned to provide 'intelligent practice' - ensuring that fundamental skills are consolidated, that fluency is secured, that misconceptions are addressed, and to allow pupils to make rich connections across the subject that deepen their learning.
- Formative assessment data is regularly interrogated by teachers to identify and address gaps in learning and to plan for pupils' next steps.
- Pupil conferencing is employed as the method of feedback, allowing teachers to give immediate verbal feedback to address misconceptions and also to discuss pupils' maths learning and progress in depth.
- Pupils are taught in whole-class mixed ability settings and staff have high expectations for all.
- Pupils are given regular opportunities to discuss mathematics and develop their reasoning skills, with an emphasis on using the correct mathematical vocabulary at all times. Peer and self-assessment reinforce this process, with the aim to promote metacognition - getting pupils 'thinking about their thinking.'
- Pupils learn to apply their knowledge and skills through problem-solving activities and investigations, supported by a range of high-quality resources.
- A high priority is set on the learning of times tables and the acquiring of basic number facts to a standard where there is accurate and rapid recall.

Updated December 14th 2017

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