



## Maths Rationale

### Intent

At Abbeywood First School, our aim is to equip children with the mathematical conceptual knowledge and understanding to enable them to develop into confident and resilient mathematicians with a strong sense of number. Mathematics is a fundamental life-long skill and through a carefully planned and progressive curriculum, with endless opportunities for reasoning and application, we can support our children to succeed in the world beyond school.

### Implementation

At Abbeywood, White Rose is used as a framework for planning, to ensure consistency and progression throughout the school from Early Years and beyond. The framework is structured to set out progression in the 7 areas of disciplinary knowledge of the mathematics curriculum: Number and place value, addition and subtraction, multiplication and division, fractions, measurement, geometry and statistics. All of these are interwoven with the substantive knowledge and concepts of fluency, reasoning and problem solving. This framework is designed to inform how we plan for children to improve year by year and assess how well they are improving.

At the heart of our curriculum design is the CPA (concrete, pictorial, abstract) approach. Children develop a secure depth of understanding through the use of concrete resources, pictorial representations of models and images, which then enables them to understand the abstract concepts.

Oracy is fundamental to our maths curriculum with opportunities for reasoning and 'thinking like a mathematician', embedded into the learning sequences.

We follow our Trust Calculation Policy, developed in line with the National Curriculum, which ensures a progressive introduction to age-appropriate strategies for calculating. At Abbeywood, we believe in providing children with regular opportunities to develop mathematical fluency and in turn, confidence, through our daily calculation challenge. This supports children to know more and remember more.

'Five hits' of maths are used to ensure that there are multiple points in the day to draw pupils' attention to number in the real world and extend their understanding of the usefulness and function of maths outside the curriculum.

Regular and ongoing formative assessment is undertaken by teachers in the classroom in order to address misconceptions and misunderstandings. Teacher knowledge of individual pupils is supported by PiXL assessments throughout the year. In this way, teachers are able to identify gaps in knowledge and take appropriate and timely steps to bridge these gaps, as well as providing subject and senior leaders with an insight into school performance against national trends.