



Abbeywood First School Maths Rationale

Intent

At Abbeywood First School, we view Maths as an essential part of everyday life and necessary for understanding the world around us. We believe that all our children can succeed mathematically and want them to have a positive attitude towards the subject whereby Maths is enjoyed in all aspects of school life and the wider community. Our aim is to develop confident, enquiring mathematicians who learn from, and value, the importance of mistakes as an essential step to success.

At Abbeywood, our mathematics curriculum aims to provide a high-quality education that develops a deep understanding of mathematical concepts and promotes the acquisition of essential skills. The 2014 National Curriculum states that pupils should: “Become fluent in the fundamentals of mathematics, be able to reason mathematically and solve problems by applying their mathematics.” Therefore, our focus on arithmetic embeds the fundamental skills our children need to master the four operations and associated concepts.

Implementation

We teach the National Curriculum in Maths supported by the CRST Calculation Policy, which ensures a progressive introduction to age-appropriate strategies for calculating. Teachers use White Rose as the main resource to drive the curriculum, which is adapted to suit the needs of each class as we have a wide range of ability in every cohort. Children’s diverse needs are planned for, and delivery is tailored accordingly.

Our intent is to foster a love for mathematics, nurture problem-solving skills, and equip our pupils with the necessary mathematical knowledge to succeed academically and in everyday life. By implementing the following teaching strategies, we provide an inclusive and enriching mathematics education that empowers our pupils to become confident, resilient mathematicians that are equipped with the necessary skills and knowledge to excel academically and apply mathematics in real-life situations.

- **Mastery Approach:** We adopt a mastery approach to teaching and learning, ensuring that all pupils have a solid foundation of mathematical understanding before moving on to new concepts. We encourage pupils to think deeply, make connections, and develop fluency through careful progression and regular practice.
- **Mathematical Thinking:** Our curriculum emphasises the development of mathematical thinking and problem-solving skills. We encourage pupils to apply their knowledge to real-life situations, investigate patterns, make conjectures, and develop logical reasoning. We foster a growth mindset, where mistakes are seen as opportunities for learning and perseverance is encouraged.

- **Mathematical Fluency:** We aim to develop fluency in mathematics, enabling pupils to recall and apply mathematical facts and procedures accurately and efficiently. We provide regular opportunities for practice and consolidation, encouraging pupils to develop quick recall and mental calculation skills. We do this through our taught arithmetic, times tables and KIRF sessions.
- **Mathematical Language:** We promote the use of precise mathematical language to communicate ideas effectively. Pupils are encouraged to explain their reasoning, justify their solutions, and engage in mathematical discussions. We provide regular opportunities for vocabulary development and encourage pupils to express their mathematical thinking verbally and in written form.
- **Conceptual Understanding:** We prioritise the development of conceptual understanding over rote memorisation. Pupils are encouraged to explore and manipulate concrete materials, visual representations, and abstract symbols to build a deep understanding of mathematical ideas. We provide a range of resources and models to support learning and engage pupils in meaningful mathematical experiences.

Assessment

In order to have a complete picture of each child as a mathematician, we use a range of assessment tools to support teachers effectively:

- PiXL assessments are used to gain an understanding of a child's Maths skills in terms of ARE.
- Gap analysis is used to support Maths lessons so that planning is matched appropriately to the needs of the children and interventions are bespoke and timely.
- Pupil books and assessment for learning.

Inclusion

At Abbeywood, Maths sessions are designed to be accessible for children of all abilities and backgrounds. Adaptations are made to the curriculum to allow all pupils with SEND to access the learning to the best of their ability - including children who are academically more able and those with EAL. We use adaptive teaching and offer support and scaffolding so that all children access every lesson and achieve their learning goals, tailoring teaching accordingly. We provide deeper thinking challenges for those who have securely grasped a concept and offer support and mathematical resources to those who require it.

This provision is monitored closely by the Maths leader in accordance with the SENDCo, SLT and Governors.