Maths Overview

At Athersley South Primary, we recognise the important role maths plays in all our lives, from using our counting skills when visiting the supermarket to measuring ingredients for a cake. We strive to provide a high-quality mathematics education within a mastery approach which develops a solid understanding of mathematical concepts and equips children with the skills for later life.

The maths curriculum is balanced, well-sequenced and covers the objectives stated in the National Curriculum. These objectives are broken down further into manageable teaching units using the White Rose long-term teaching overviews for each year group from Year 1 to Year 6. Each lesson builds on previous skills in small steps, ensuring that learning builds incrementally throughout the year and across each key stage. Long Term Plans are created by teachers to meet the needs of their learners and are not restrictive to ensure each unit can be taught with sufficient depth.

Fluency

To ensure the children leave school with a fluent understanding and recall of addition and subtraction facts, we use Number Sense which is a highly visual, research-informed programme that provides the structure and depth to number fact teaching that children need to achieve fluency. This is introduced in EYFS and built upon in Key Stage 1. Teachers are free to assess the children in the way that they think is most suitable. For most, this is done formatively in an informal capacity. Fluency is monitored throughout the year via the Fluency Assessment Tracker.

To ensure the children leave school with a fluent understanding and recall of multiplication facts, the whole school has adopted a new approach for saying the times tables. This methodology is underpinned by evidence that suggests times tables are stored in the verbal memory and that a specific sound pattern of a times table is recalled when thinking of a table fact. Therefore, ASPS have adopted the approach of saying the largest number first (the multiplicand) and the smaller number (the multiplier) second when reciting a times table, regardless of how it is written down. A variety of methods are used to secure times table knowledge, such as the use of counting sticks, daily practise booklets (that build on each table incrementally), oral chanting and questioning etc. At the end of each half term, children in Y3/4 are assessed against all the times tables and scores are recorded on the school’s Assessment Tracker. Each child is given five minutes to complete as many tables questions as possible.

Assessment

Learning is assessed progressively throughout the year through a mixture of formative and summative assessments. Teachers use both pre- and post- unit formative assessments to ensure lessons are meaningful, pitched correctly and build progressively on prior knowledge. Staff are free to use the assessments of their choice but this could be an example from the Ready to Progress documents. Teachers assess summatively through a mixture of Rising Stars and NFER age standardised tests.

Teachers allow for frequent recapping of knowledge throughout the year and indeed have planned opportunities into Long Term Plans to ensure this. The use of Morning Maths booklets in Key Stage 2, allow for frequent repetition of basic skills and prior learning.

EYFS

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. We continuously use our understanding of child development and skill progression, baselines, observations and assessments to identify and review our children’s strengths and gaps. This knowledge, along with the Educational Outcomes and Early Learning Goals within the Statutory Framework, drives our provision, learning environment and tailors our curriculum to the children’s needs as well as ensuring we provide a broad range of knowledge and skills that are continuously built upon to provide the right foundations for the children in our care to become lifelong learners. All of this is provided through our continuous provision to engage children’s curiosity, thinking and learning through play and adult focus tasks.

KS1

In KS1, children learn maths through a series of small steps. Each lesson builds on the previous one incrementally and follows the guidance from the National Curriculum. School uses the White Rose planning documents to aid planning. This year, staff have been free to move when they cover different units in line with the needs of their children after the pandemic. White Rose resources are used alongside other resources, such as the NCETM curriculum resources and NRICH to ensure lessons are engaging and follow the principles of teaching for mastery.

KS2

In KS2, children learn maths through a series of small steps. Each lesson builds on the previous one incrementally and follows the guidance from the National Curriculum. School uses the White Rose planning documents to aid planning. This year, staff have been free to move when they cover different units in line with the needs of their children after the pandemic. White Rose resources are used alongside other resources, such as the NCETM curriculum resources and NRICH to ensure lessons are engaging and follow the principles of teaching for mastery.

The maths curriculum is balanced, well-sequenced and covers the objectives stated in the National Curriculum.