



Chapel Allerton Primary Maths 3i Statement

INTENT

At Chapel Allerton Primary School, we want all our children to see themselves as mathematicians and develop a love for maths with a can-do attitude. We aim to make children's learning in mathematics relevant, practical and engaging. We want our children to confidently calculate, communicate, reason and solve problems. We aim for our children to be fluent in number so that they can apply their knowledge to different contexts. We aim for children to achieve their fullest potential in maths no matter what their starting point is.

IMPLEMENTATION

At Chapel Allerton we use the White Rose Schemes as the basis of our core provision which embraces the National Curriculum aims of being fluent in the fundamentals of mathematics, to be able to reason and to solve problems. The expectation is that the majority of our pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of the pupils' understanding and their readiness to progress to the next stage. Based on teachers' solid AfL we create lessons to meet our learners' needs by supplementing the White Rose Schemes with additional materials where necessary eg. NRich, NCETM to provide smaller steps to support learners where needed and next steps to extend and further challenge our learners.

Our weekly lessons include the following aspects:

- CPA (concrete, pictorial, abstract) approaches
- Mastery embedded throughout
- The three main aims of the Maths National Curriculum being fulfilled
- Frequent opportunities for problem solving and reasoning for all pupils no matter what their starting point is

During a typical maths lesson our pupils experience:

- A supportive learning environment where all children are comfortable with making mistakes
- An opportunity to review previous learning
- Teachers and teaching assistants providing feedback and live marking
- Learning partners working collaboratively at appropriate times
- Opportunities to work independently
- Teachers having a flexible and adaptative approach that meets children's needs

We use a variety of approaches to practise fluency including:

- Flashback 4 (to review and consolidate previous learning)
- KS1 Big Maths
- KS2 mental arithmetic
- Daily 10
- Early Starters Club to pre teach or consolidate learning

IMPACT

Daily impact

AfL and live marking inform teachers' knowledge and understanding of the depth of learning that has taken place. This allows responsive and adaptive teaching to take place within the lesson and subsequent lessons if necessary. The impact of this is that pupils have timely intervention and are not left with lingering misconceptions. This in turn builds mathematical confidence.

New mathematical concept impact

We use the prior year group's White Rose end of unit tests to initially inform teaching and learning prior to starting a new unit of work. We then follow this up with the current year group's end of unit test to assess the learning that has taken place and provide extra support for those pupils who need it. In addition, teachers have been trained in the use of diagnostic questions to further unpick misconceptions and then address as soon as possible where necessary.

Termly impact

We use termly PUMA maths tests which are aligned with White Rose to assess long term learning.

Pupil progress meetings are used to identify and discuss in depth the needs of pupils across a year group to ensure pupils are appropriately challenged or supported to achieve the best possible outcomes. This leads to direct and specific actions for pupils.

Fluency impact

Pupils are encouraged to use growth mindset and challenge themselves to beat their previous score either in Big Maths (in KS1) or in mental arithmetic tests (in KS2). Teachers record scores and work with individuals and families to improve their score.

What do pupils at the end of Year 6 look like at Chapel Allerton Primary?

- they enjoy maths
- they are positive about maths and have a 'can do' attitude
- they see themselves as mathematicians
- they confidently calculate
- they communicate, reason and solve problems
- they are fluent mathematicians

- they apply their knowledge to different contexts