



# Subject on a Page

# Maths

At Oakfield, we aspire to provide an ambitious Maths curriculum which enables children to become fluent in the fundamentals of Mathematics, including the ability to recall facts quickly, and develop understanding of key concepts in order to mathematically reason and problem solve in the real world.



## Intent - What do we aim to deliver?

Children become **fluent** in the fundamentals of mathematics including through varied and frequent practice with increasingly complex problems over time so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

Children can **reason mathematically** by following a line of enquiry, identifying relationships, making generalisations and developing an argument. Justification or proof using mathematical language. We promote talk and questioning in our classrooms to create challenge and establish reasoning.

Children can **solve problems** by applying their mathematical knowledge to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.



## Implementation - How do we aim to deliver it?



Children are taught using the **White Rose Progression Framework** for teaching. This provides small steps of learning which supports the work of Rosenshine's Principles of instruction. All children start every year with Place Value to ensure firm grounding before moving on.

Our Maths framework follows a **Concrete, Pictorial, Abstract (CPA)** approach to teaching. We use manipulatives and representations to scaffold learning before moving on to abstract concepts of purely numbers and symbols, although we recognise this is not a linear process and this is reflected in lessons.

Children are taught using a **Mastery** approach. This involves the children being introduced to a variety of methods and representations as they move through school, giving them the confidence and knowledge to solve problems in a variety of ways. We recognise this as **Conceptual Variation**.

The **structure** of our Maths lessons is consistent across all year groups and focuses on Rosenshine's Principles of instruction. All lessons begin with retrieval practice. We work through an I do, We do, You do approach, building confidence and independence with the content being taught.

## Impact - How will we know we have delivered?

### Levels of Engagement

Children enjoy the range of activities provided for them in Maths and are able to complete the work they are given.

### Formative Assessment

Children are assessed, in class, on a daily basis. Teachers use questioning and retrieval to inform future planning and teaching.

### Summative Assessment

Children sit NFER tests once a term. Data is input into Insight Tracking and analysed to identify strengths and areas for consideration.

