

Our Vision:

We believe that a solid mathematics education lays the groundwork for understanding the world, developing logical thinking, appreciating the elegance and core importance of maths while fostering interest and enjoyment in the subject.

Our Ashton Ethos of Learning:

Our ethos at Ashton St Peter's is for all children to:

- 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
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- and solve problems by applying their mathematics 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 the answer.

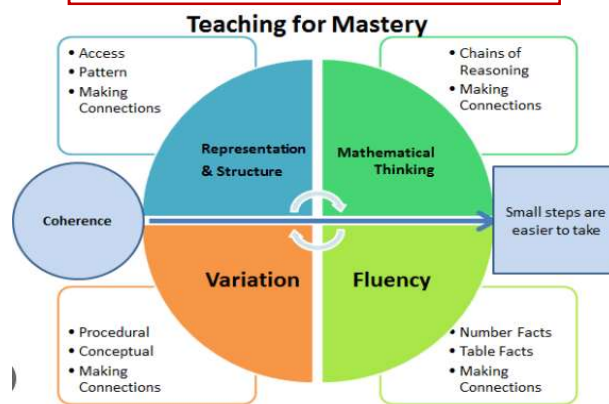
Desired outcomes:

We aim to empower all learnings to see themselves as mathematicians. We want our children to have a 'can do' attitude to maths and to experience a sense of wonder as they solve a problem successfully, discover different solutions and make links between concepts and the world around them.

Key mastery elements and how we embed these across our school:

- **Making connections between concepts** – Links between concepts are made explicit through teaching to embed understanding.
- **Deepened understanding** – use of STEM sentences to encourage reasoning and problem solving woven into all lessons.
- **Verbal reasoning and problem solving** – all children are encouraged to articulate their mathematical ideas and engage within problem solving elements of lessons.
- **Real life context** – context is explored through real life examples within learning.
- **Fluency** – we follow Power Maths in EYFS, the mastery number scheme in KS1, Times Tables Rock Stars in KS2.
- **Variation** – We adopt a CPA approach (concrete, pictorial and abstract) which underpins the core elements of maths mastery as part of scaffolded learning.
- **Vocabulary** – Verbal reasoning is encouraged throughout lessons and new vocabulary is essential for explaining concepts.

Ashton St Peter's Maths on a Page...



Assessment:

At Ashton St Peter's we use assessment to track progress, identify strengths, gaps and misconceptions in learning. The teachers use these to inform next steps in learning and future lessons. These are the assessments that we carry out at our school:

- **Early Learning Goals (End of year data input)**
- **Times Table Rock Star's**
- **Clicks and Learn its**
- **End of unit assessments**
- **White Rose termly assessments**
- **Year 4 Multiplication Checks**
- **KS2 SATS**

What learning looks like in our school:

- **Whole-class teaching**- Enables all children to access the learning. No ability grouping is used in our school.
- **Challenge** - Challenge is provided through scaffolded learning, questioning to encourage the children to reason and explain.
- **Small steps of learning** – These steps build on prior learning and ensure all can access.
- **STEM sentences** – These are modelled, repeated and used consistently to develop precise and accurate mathematical vocabulary.
- **Discussion** – The children are given time within all lessons to put into words their thinking and to develop their reasoning skills.
- **CPA** – This approach is the fundamental structure to all of our lessons. This encourages practical and hands-on exploration across the year groups to support conceptual understanding.
- **I do, We do, You do approach** – This approach models and scaffolds learning in small manageable chunks which develops the children's and independence to explore within their maths lessons.
- **Variation** – We encourage our children to look for connections, transfer skills and recognise concepts in different forms.
- **Differentiation** – This is provided through the scaffolding and level of support given to children.
- **Misconceptions** – These are planned for, identified or addressed throughout the lesson in different contexts (age appropriate).
- **Learning is a journey** – Learning is the journey and the answer is just the beginning.