



# Maths at Ashton Gate Primary School



Maths is learning about numbers, shapes, patterns, and measurements, and using them to solve problems in everyday life.

## Intent

Mathematics is a creative, connected, and exploratory subject that helps us understand the world in new ways. At Ashton Gate, we want all pupils to experience the beauty and power of mathematics and develop a sense of awe and wonder at its relevance to everyday life. We believe every child can succeed in mathematics and promote positive attitudes alongside secure knowledge. Our teaching helps pupils become fluent in the fundamentals of maths, developing strong conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. Pupils are encouraged to reason mathematically, follow lines of enquiry, and present their thinking using clear mathematical language. They apply their learning to solve problems in a range of contexts, including real-life scenarios, with increasing sophistication, creativity, and perseverance.

### **Our School Drivers**

Maths learning at Ashton Gate Primary School develops our school drivers in a range of ways.

#### **Cultural diversity**

Our curriculum includes study of notable mathematicians from around the world, as well as number systems used in other cultures. Children learn about the similarities and differences between these number systems and our own.

#### **Independence**

The structure of our maths lessons supports children to develop their independence. Adult and peer support is gradually removed as a lesson progresses, giving children the opportunity to work independently and build confidence with the learning. Appropriate scaffolds, such as concrete and pictorial representations, also support children to work independently in maths lessons.

#### **Equity**

We follow a mastery lesson structure which allows for all learners to move together through content, flexibly accessing support or challenge as needed. Children with significant additional needs are provided with targeted teaching at the appropriate level. They also take part in whole-class learning where appropriate and are supported to access this alongside their peers.

#### **Growth mindset**

Mistakes are celebrated in maths lessons and we acknowledge that they are an important part of the learning journey. This supports children to have a growth mindset and tackle new or challenging

content with confidence.

## Implementation

At Ashton Gate Primary School, our maths curriculum is taught using White Rose Hub, Mastering Number and Number Sense.

### **Lesson structure**

We use a mastery lesson structure which allows for all learners to move together through content, flexibly accessing support or challenge as needed.

- Immediate support is available for slower graspers. This is provided in class using flexible grouping based on continuous assessment, supported by out-of-class intervention where necessary. All support is based on a CPA (concrete pictorial abstract) approach.
- All learners have the daily opportunity to access deep and challenging content, including reasoning tasks based on misconceptions and application of their learning to new contexts.
- Children with significant additional needs are provided with targeted teaching at the appropriate level. They also take part in whole-class learning where appropriate and are supported to access this alongside their peers.
- In Early Years, mathematics learning opportunities are woven into the indoor and outdoor provision. Children are supported by adults to guide their own learning through rich discussion and scaffold.

### **Times tables**

We follow the Number Sense Times Tables Programme in Key Stage 2. The programme combines daily 10 minute fluency sessions with longer conceptual lessons to draw out key patterns and multiplicative structures of each times table. This supports children to become fluent in factual recall and understanding of multiplicative facts. Children in Year 4 undertake the Multiplication Tables Check in June.

### **CEEAAC model of teaching**

Teachers will deliver the curriculum using the CEEAAC model of learning. This allows opportunities to retrieve prior knowledge at regular intervals and ensures pupils have the background knowledge that they need for each lesson. Vocabulary is explicitly taught and concepts are explained clearly using examples. Teachers are able to check for understanding when pupils attempt learning, building in learning loops to ensure that pupils are ready to then apply their knowledge independently. All children have the opportunity to be challenged in their English lessons.



Connect



Explain



Example



Attempt



Apply



Challenge

Subject leaders will ensure that there is regular monitoring of maths teaching and learning and will

be given regular opportunities to collaborate with other subject specialists in Cathedral Schools Trust. During lessons, children will be assessed using learning loops and formative assessment (quizzing and hinge questions) and this will be used to guide lessons through whole class feedback. Pupil book studies, work scrutinies and data analysis will be used to guide planning.

## Impact

By the time they leave Ashton Gate, pupils are confident and capable mathematicians with secure fluency, strong reasoning skills, and the ability to solve a wide range of problems. They are enthusiastic about mathematics, willing to take risks, and eager to explore new ideas to achieve success. Our pupils show resilience, perseverance, and a positive attitude towards challenge, fully prepared for the next stage of their mathematical learning and beyond.