

Mathematics Curriculum Statement

This academic year we have started the Primary Advantage Maths Programme (PA Maths). The PA Maths approach will aid us in addressing the significant challenges we face with the ongoing Covid-19 pandemic and the impact that the lockdown periods have had on our children's learning. The Primary Advantage approach will allow us to provide a bespoke mastery based maths curriculum which meets the National Curriculum requirements and ensures accelerated and sustained progress.

Our intent:

Our aim at Medlock is to create competent and capable mathematicians who actively demonstrate resilience and embrace all forms of maths challenges. Our children are encouraged to be independent learners who demonstrate fluency and reasoning skills throughout maths lessons. Mastery is at the heart of our maths teaching, we focus on the [Concrete Pictorial Abstract \(CPA\)](#) approach. We believe that the CPA approach is a way of developing children's deep conceptual understanding, good progression, metacognition and positive attitudes to maths. Our overarching goal is to provide a differentiated, inclusive, challenging and engaging maths curriculum which supports all learners in achieving their full potential. [Click to view CPA example](#)

Our implementation:

Maths lessons are taught daily in all year groups. Teachers use the PA Maths planning document and source material from a variety of resources (White Rose, NCETM, Third Space Learning). This bespoke model allows us to address gaps in learning due to extended periods of lockdown and ensure that our children have secure knowledge before progressing.

Each child from year 1 to 6 uses maths journals to demonstrate their knowledge and application of maths concepts, their reasoning and their problems solving. At Medlock, the expectation is for children to present their work in an ordered, logical, and neat manner: one digit one box, using a ruler for all lines and calculations and using a pencil for all maths work. Each day, teachers use our maths journals to assess children's learning and address any misconceptions that have occurred during the lesson. We use this information to plan future lessons and afternoon intervention groups.

Two other key components in implementing our maths curriculum is our focus on oracy and 'celebrating mistakes'. We encourage open-ended and probing questions which allow children to demonstrate their knowledge and challenge their maths understanding. We celebrate wrong answers because they allow us to clarify our learning, ask important questions and build our resilience. Mistakes or wrong answers also help alleviate maths anxiety and generate high quality peer to peer discussion.

Our impact:

We have taken a proactive approach in addressing the significant challenges that our children face: the Covid-19 pandemic, the national lockdowns and the periods of self-isolation. This approach has prioritised using a variety of assessment tools to identify and address gaps in learning. For instance we use Primary Advantage check-its, test-its and prove-its to actively assess during lessons. We also use maths journal moderation to ensure we are addressing the gaps identified in

our ready to progress assessment grids. In addition we have worked hard on our teachers' and teaching assistants' questioning techniques, this provides us with quality formative assessment. Our proactive maths approach has allowed us to individualise support to ensure that all children progress and thrive.

At Medlock from years 3 to 6 we use NFER (National Foundation for Educational Research) Maths tests in Autumn, Spring and Summer, while also using the Ready to Progress document to identify and analyse gaps in learning. (Year 2 sit on NFER test) The Autumn NFER tests are used to analyse gaps in learning and plan interventions. Pupil's progress is measured on a termly basis using NFER assessments, and teacher judgements. Our Maths Journals are the key component for assessment and judging the impact of teaching and learning.

We conduct termly pupil progress meetings which allow us to analyse children's progress, evaluate interventions, address gaps in learning and set pupil targets. We use the Fischer Family Trust Target tracker and Insight to record whether children are working towards, working at, and working above the age related expectations.

For more information about how you might help your child in maths please see the PA maths booklets below