

Ormiston Cliff Park Primary Academy
Academy Self Evaluation 2022-23
CURRICULUM AREA: Mathematics
Staff members: Mike Walsh
Judgement -
Quality of Education
<p>Intent</p> <p>The National curriculum for mathematics aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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. • Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. • Can 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 solutions. <p>At Ormiston Cliff Park Academy, the Mathematics is designed to provide competence and confidence in using and applying mathematical knowledge, concepts and skills and ability to solve problems, to reason, to think logically and to work systematically and accurately. Children use their initiative and self-motivation to work both independently and in co-operation with others. This will enable children to become confident in the communication of maths where they will ask and answer questions, openly share work and learn from mistakes. We provide a stimulating and exciting learning environment that takes account of different learning styles and use appropriate resources to maximize teaching and learning. Through careful planning and preparation, we ensure that throughout the academy children engage in:</p> <ul style="list-style-type: none"> • Problem solving to challenge thinking • Individual, paired group and whole class learning and discussions • Purposeful practice where time is given to apply their learning • Open and closed tasks • A range of methods of calculating <p>We believe that learning is shaped by acquisition of knowledge and is the focus of learning, all learning and knowledge is rooted in vocabulary acquisition, all learning is focused on remembering and transferring knowledge for short term to long term memory.</p>
<p>Implementation</p> <p>At Ormiston Cliff Park Academy, we follow the objectives from the National Curriculum to support our planning and assess children's daily progress. Years 1 to 6 follow a long term plan to ensure coverage of all areas of the National Curriculum.</p>

Years 1 to 6 follow a scheme of learning to support their short-term planning. This scheme provides teachers with guidance and objectives broken down into smaller steps which include KPIs (Key Performance Indicators), vocabulary and core skills taught. These documents support an approach in mastery to teaching and learning and have number through the core of the curriculum. In addition, it ensures teachers stay in the required key stage and support the depth before breadth. It ensures, that pupils are supported and working in parity and providing time to develop fluency, reasoning and problem solving elements.

All mathematics lessons are inclusive to pupils with special educational needs and disabilities (SEND). Maths focused intervention in school helps children with gaps in their learning and mathematical understanding.

All classes have a daily mathematics lesson and EYFS ensure children learn through a variety of adult led learning and child-initiated activities both inside and outside the classroom.

Impact

The progress that children make in mathematics is assessed, tracked and rigorously monitored at our academy.

Assessment is executed regularly and in accordance to the school's marking guidance. This is an integral part of teaching and learning and is a continuous process. Teachers assess daily through:

- Regular live marking of work
- Quickly analysing errors and picking up on misconceptions
- Asking pertinent questions and listening to answers
- Facilitating and listening to class and peer discussions
- Making observations

The impact of these are recorded on weekly assessment trackers that are cross referenced to the objectives taught. These ongoing assessments inform future planning and teaching.

Termly summative and formative assessments are carried out and judgements made in line with the assessment policy. Pupil progress meetings are timetabled and in-depth discussions around vulnerable children, appropriate interventions and next steps where appropriate. Year two and six complete the national tests (SATs) in May.