



Enjoyment and engagement are at the heart of the ways we aim to teach Mathematics at Pilgrim Academy, both for pupils of all ages and for teachers and support staff. It is through making the skills relevant and appropriate to the children's lives that it is increasingly viewed as both a core skill and a way of embedding strong links to other areas of learning.

Intent – What do we aim to deliver?

For children to develop a love of learning for mathematics, embracing mathematical challenges and seeking ways to extend their knowledge whilst using the correct mathematical vocabulary to support their reasoning.

All children to develop a strong sense of mathematical fluency, enabling them to connect different concepts and apply knowledge from multiple areas of the curriculum.

For all children to develop the skills and confidence to be able to move fluently between concrete resources, pictorial representations and abstract ideas and concepts when solving mathematical problems.

Children to become skilled and rapid arithmeticians through developing a deep knowledge of addition, subtraction, multiplication, and division facts.

For children to thrive in mathematics, it is essential they continue to practice their times table recall and arithmetic skills outside of the school environment. To enable quick and fluent recall, children are encouraged to showcase their knowledge at home, asking parents and carers to, where possible, support them in their journey.

Times tables and arithmetic skills are taught daily at the start of every mathematics lesson. This is followed by the introduction of new content on one of the many areas of the curriculum, culminating in an independent task for each child to complete.

Implementation – How do we aim to deliver it?

We adopt a maths mastery approach to all areas of mathematics, adapting the White Rose Maths scheme of work to suit the needs of each class. This framework enables children to explore maths in detail, using mathematical vocabulary to reason and explain their workings, whilst developing a thirst for tackling rich and sophisticated challenges.

To support the learning of times tables, all children are encouraged to use Times Tables Rockstars to help develop and consolidate their times table knowledge outside of the classroom. In doing so, children will be able to recall all multiplication and division facts quickly and accurately by the end of Year four.

To enable children to move through the concrete, pictorial and abstract journey, we demonstrate and strongly encourage the use of bar modelling. Through drawing a variety of bar models children can develop a greater degree of mathematical fluency and number sense. This visual representation helps to support the understanding and solving of a variety of mathematical problems.

We recognise that children do not always move through the curriculum at the same pace, some may require additional consolidation, whereas other may need to be challenged through the accessing rich and sophisticated problems. To ensure we account for everyone, we offer a robust series of focused topic specific interventions to either support, consolidate or extend the knowledge of all children.

Impact – How will we know when we have delivered it?

Children are confident and fluent mathematicians, who use mathematical vocabulary to reason and explain their workings.

Children can confidently draw bar models to support their understanding and apply this visual representation to all areas of the curriculum.

Children can answer all required multiplication and division facts quickly and accurately by the end of Year four.

Children show a secure understanding of all topics through the use of formative and summative assessments, with any gaps in knowledge swiftly identified and addressed during intervention sessions.