



INDEPENDENT JEWISH DAY SCHOOL an ACADEMY

Head Teacher
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Maths

Intent

At Independent Jewish Day School Academy, children experience a progressive and systematic mathematics curriculum that provides a high standard of education. Children build on prior learning and become fluent in the fundamentals, allowing them to access increasingly complex problems where they are challenged to reason and problem solve. New material is taught using the CPA approach (concrete-pictorial-abstract) which allows children to develop and deepen their understanding of abstract topics. By adopting a mastery approach to teaching maths, children have access to the same curriculum content and it is our belief that all children have the potential to succeed. Our aim is for all children to reach their age-related expectations and to prepare them for the world around them.

Implementation

Maths at IJDS:

- Our long term planning follows the National Curriculum 2014 and follows the sequence as outlined by White Rose Maths.
- To ensure full coverage, our medium term and weekly planning is taken from White Rose Maths' Primary Schemes of Learning. Maths Shed may be used to supplement resources.
- We begin every lesson with a focus on prior learning. Here, we recap content from the previous year, the previous term, the previous block and the previous lesson.
- Key vocabulary is taught and discussed in every lesson; children are expected to use this key vocabulary when formulating answers in lessons.
- Lessons use the concrete, pictorial and abstract approach (CPA) to guide children through their understanding of mathematical processes.
- Children are exposed to a range of fluency and reasoning and problem solving activities throughout the week.
- Immediate interventions are used to support children to ensure children are ready for their next maths lesson.
- Working Walls are used to provide scaffold and support and are up to date with models that relate to the current learning.
- Maths resources are accessible and available always, providing our pupils with the scaffolding required to access the learning at all levels
- Challenge material is available to extend learners on the content being taught; this runs discreetly in the classroom.
- Assessment For Learning is used to address misconceptions and tackle gaps in knowledge immediately.

- We celebrate mistakes and position them as learning opportunities; we create a culture where it is okay to get things wrong.
- Children complete White Rose Maths end of block and end of term assessments to track progress and to plan for next steps.

Impact

As a result of our maths teaching at Independent Jewish Day School Academy, you will see:

- Most children meeting age related expectations.
- Resilient learners who are not afraid to get it wrong and can learn from their mistakes.
- Confident learners who believe that they can achieve and can talk about their maths learning.
- Children of all abilities working on the same curriculum content.
- Engaged learners who are all challenged.
- Children having flexibility and fluidity to move between different contexts and representations of mathematics.
- Children who remember know more and remember more.