



At Alexandra Park Primary School, we aim for every child to become a life-long learner with maths playing a central role. Maths is much more than a school subject and delivers children vital problem-solving, reasoning and logic skills. Each and every child should leave Alexandra Park Primary School with a thirst for knowledge and a desire to learn at every corner, having being inspired through maths.

Maths is seen as a pivotal subject at Alexandra Park Primary School and one that we are extremely proud of both in the way our staff plan and deliver and the way are children learn and apply.

Maths can teach us so much more than the number skills we so readily associate with it. Our aim is to make these implicit skills explicit to our children so that they can see the longer-term benefits of studying maths. Looking deeper into these skills, maths teaches us many things:

Critical thinking
Logical reasoning
Problem solving
Communication
Independence
Teamwork

Maths is a hugely important subject and one that clearly prepares children for their future. Maths allows us to function in society, can be central to many different job roles and helps us make sense of much that is around us. We want children to be able to use money, understand prices, percentage increases or decreases that may affect loans and mortgages etc. We want children to be able to go on and become accountants, doctors, computer programmers and much more. We want children to be able to tell the time, read bus and train timetables and solve other problems.

No matter which we way look at it, maths is essential and needs to be delivered in the best possible way, allowing children to Achieve all they can.

To achieve the above and give our children the very best opportunity for future economic success, we use a structured system of maths planning produced by White Rose Maths.

White Rose Maths is an organisation dedicated to the development of maths teaching. All that they do and have done has been influenced, inspired and informed by the work of maths researchers and experts from across the globe.

Their planning, along with Alexandra Park Primary School's dedicated staff's knowledge, expertise and continual professional development, ensures we have a maths' curriculum design to be proud of and one that delivers the highest standard of maths education.

At Alexandra Park Primary School, we use a variety of assessment and feedback techniques in class as well as a rigorous assessment system, which is used to inform all aspects of teaching and learning. OFSTED said:

- Children receive instant feedback in class from the adults working with them, through a variety of different assessment for learning methods employed by our staff.
- Children receive written feedback in their work books and have the opportunity to respond to this.
- Children are provided with follow-up sessions as they are required.
- Children are provided with pre-teach where necessary.



The information required to correctly follow-up or provide pre-teach comes from our staff and the assessment techniques they use in class.

Each half-term, Years 3, 4, 5 and 6, all complete a number fluency test. This is aimed to inform staff of those children who perhaps need support with their instant recall of number facts. It allows us to plan for interventions and provide the correct support in class.

Each term, all year groups complete NTS standardised assessments. Again, this is to provide staff with essential information on each individual child and to enable us to track the progress of classes and year groups as a whole. The information gained from these assessments helps us plan and organise our curriculum in the short, medium and long-term phases. This information helps children's current class teachers in the current academic year but also allows them to communicate accurately with the children's next teacher when necessary.

Of course, our Year 6 pupils also complete Standardised Assessment Tests (SATs) towards the end of the academic year. This data also helps use further improve what we do.

It is really important to us that we continue to improve. To do this, it is vital that all staff and children have the opportunity to talk about maths. The opinions and views expressed by our children and staff can help shape the subject and have a hugely positive impact on teaching and learning.

Last year, we set out to improve our curriculum coverage across the school within each individual year group as well as reduce the amount of follow-up required outside of maths' lessons. We successfully met both of these targets and are ready to move forward working with the White Rose as one of their new Champion Schools, focusing on reasoning and problem solving. We will, as always, continue to have a focus on fluency and how this can developed even further.

We have implemented White Rose Fluency Bee in Key Stage 1 and Year 3 as whole class fluency support and are using it across Keys Stage 2 as an intervention for those children who require further support in this area.

We are confident that the areas we are looking at for development will significantly improve over the course of this academic year.

2021/ 2022 External Data

Children at ARE: 93%

Children at GDS: 52%

2022 / 2023 External Data

Children at ARE: 97%

Children at GDS: 28%

2023 / 2024 External Data

Children at ARE: 92%

Children at GDS: 35%

As per targets for data set last year, high achieving girls made a significant improvement on the previous year (2022/23 High attaining females – 15%. 2023/24 – 33%). As we move forward, we will be looking to again achieve a GDS figure of over 50%.