Maths at Iceni Primary Academy

"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers."

Shakuntala Devi, Indian writer and mental calculator

Intent

At Iceni Primary Academy we aim to celebrate, promote and enjoy mathematics. We want all our children to value and appreciate their mathematical learning, whether they are competitive or intrinsic thinkers, striving to complete their next step, trying for a personal best, or simply enjoying learning a new method or mathematical concept.

To help children to achieve this we intend to:

- foster an enthusiasm for mathematics by providing a whole school environment where we are all excited about maths.
- provide a resourceful and engaging curriculum integrating it as much as possible into our creative topic-based learning.
- offer correctly adapted challenges each lesson to enable every child to progress and succeed.
- offer Greater Depth challenges.
- offer lots of motivation to succeed with rewards, assessments and personal goals.
- make maths resources available for children to practise at home

Implementation

Mathematics in KS1 and KS2 is planned and delivered by class teachers rooted in the mixed aged teaching scheme from White Rose. Teachers ensure that:

- a minimum of 1 hour per day is dedicated to maths
- maths sessions are organised and planned specifically for the intended class/children and include the Flashback Four
- sessions follow the Long Term Plan as much as possible although it is recognised that, on occasion, it may be necessary to repeat or continue with a maths topic in order for success
- teachers include a variety of fluency, reasoning and problem-solving skills
- in addition to the daily lesson, time is devoted to Responsive Interventions which are sessions for staff to help any children who haven't secured the maths from the daily lesson
- once a week, children from Years 1 to Year 6 complete Digi-bugs or Club 99 tests – success at each level is incentivised with prizes
- Rolling Numbers is used throughout the school to support the learning of times tables
- at the end of each unit, children complete a unit test and results inform future planning
- for those that require it, appropriate intervention sessions are run, i.e. Shine interventions generated from Question Level Analysis of tests; Max's Marvellous Maths; Plus One; Power of Two

- teaching assistants are deployed based on the needs of the class, working with groups, individual children or interventions
- we celebrate achievement with Dojo points and weekly Maths Star badges given in Celebration Assembly
- TT Rock Stars and Maths Seeds are offered both at home and in school
- pupils in Years 3 and 4, who are required to sit the statutory MTC (Multiplication Tables Check) at the end of Year 4, are provided with opportunities each week to complete an MTC-style test so that they get exposure to the 6-second timescale for answering.

Impact

Assessment in Maths is ongoing and responsive:

- children understand the relevance and importance of what they are learning in relation to real world concepts
- children know that Maths is a vital life skill that they will rely on in many areas of their daily life.
- they have a positive view of maths due to learning in an environment where Maths is promoted as being an exciting and enjoyable subject in which they can investigate and ask questions; they know that it is reasonable to make mistakes because this can strengthen their learning through the journey to finding an answer.
- children are confident to 'have a go' and choose the equipment they need to help them to learn along with the strategies they think are best suited to each problem.

Our children have a good understanding of their strengths and targets for development in Maths and what they need to do to improve. Our maths books evidence work of a high standard of which children clearly take pride; the components of the teaching sequences demonstrate good coverage of fluency, reasoning and problem solving. Our feedback and interventions support children to strive to be the best mathematicians they can be, ensuring a high proportion of children are on track or above.

Our 2025 results in Maths are as follows:

Y6 SATS 90%

Y4 MTC 93%

Y2 SATS 73%

Marking and Feedback

Work is marked according to the school marking policy by using

- Peer and self-assessment
- Oral feedback
- Written feedback

Inclusion

At Iceni Primary Academy, we are committed to ensuring that every child can thrive. We adapt teaching and learning to meet the diverse needs of all learners, including those with Special Educational Needs and Disabilities (SEND). Our inclusive approach ensures that children receive the support and resources they need to succeed in every aspect of their education.
Our staff work closely with families, external agencies, and specialists to ensure that provision is continually reviewed and refined. We believe that with the right support, every child can achieve their full potential.

Our SEND Information Report is available on our website. Please ask if you would like us to print a copy out.

EYFS

Maths in the Early Years Foundation Stage (EYFS) introduces young children to essential mathematical concepts like counting, understanding numbers, shape, space, and measure, and developing numerical patterns. It focuses on building a deep, practical understanding of numbers to 10 through play and real-life exploration, rather than rote memorisation, laying the groundwork for future problem-solving and numeracy skills. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Key Areas of Maths in EYFS

- The EYFS framework outlines specific mathematical areas children should develop:
- Numbers: Counting confidently, understanding the relationships between numbers, and developing a secure concept of numbers up to 10.
- Numerical Patterns: Recognizing and creating patterns in numbers and other contexts.
- Shapes, Space, and Measures: Describing and using concepts related to shapes, space, and measurement.

How Maths is Taught

- Two 'formal' linked learning time maths lessons each week - these are mainly practical sessions.
- We extend their own learning during continuous provision through questioning: I wonder if… Have you thought about… Challenges in the Maths area of the classroom are based on what we are learning – these are child-led opportunities.
- Play-Based Learning: Mathematical concepts are introduced and explored during play, rather than in formal lessons.
- Practical Experiences: Children need first-hand experiences and opportunities to revisit and apply mathematical ideas in meaningful contexts.
- Mastery Approach: This involves developing a deep understanding of fundamental concepts through varied opportunities, building fluency, and applying knowledge to new situations.
- Concrete-Pictorial-Abstract (CPA): Children learn using concrete objects, then pictorial representations, before moving to abstract concepts.
- Mathematical Language: Adults use correct mathematical vocabulary to support children's understanding and help them make connections between different ideas.

Link to the National Curriculum **National Curriculum Maths Programmes of Study KS1 and KS2**
If you require further information, please do email iceniprimary@attrust.org.uk