



Maths Mastery

Children learn about mathematical concepts in depth. They often work through concrete, pictorial and abstract stages of learning.

Mastery is not an individual activity.

At Wrangle Primary, children are deemed to have mastered a concept if they are able to apply it in a range of contexts some time after the point of teaching



Sequencing

Units of work are sequenced so mathematical knowledge is cumulative.

Flash back 4 ensures areas of learning are regularly re-visited and knowledge is built on.

Mental maths strategies are planned and taught sequentially year-on-year.

Maths at Wrangle Primary Academy



Fluency

Opportunities for independent practice and overlearning are provided to ensure automaticity.

Deliberate practice affords the children the time to consolidate their understanding of methods.

Apps like TTRockstars encourage children to regularly practise fundamental number work.



Reasoning and Problem Solving

Reasoning is evident throughout the Maths books – it is not seen as an end product.

Questioning children and asking them to 'convince me' allows them to consider their understanding.

Problem solving opportunities are provided once children have achieved relational understanding.



Making Progress

Progress is determined by whether the children know and remember what has been taught at different points in the year.

Children are challenged by both the content that they are learning and the complexity of the tasks.

Twice yearly and end of unit assessments show children are achieving in maths.



Retrieval Practice

Children take part in regular mini-quizzes and retrieval activities to strengthen their memory.

Remembering information and knowledge is celebrated and is part of Wrangle Primary School culture.

