

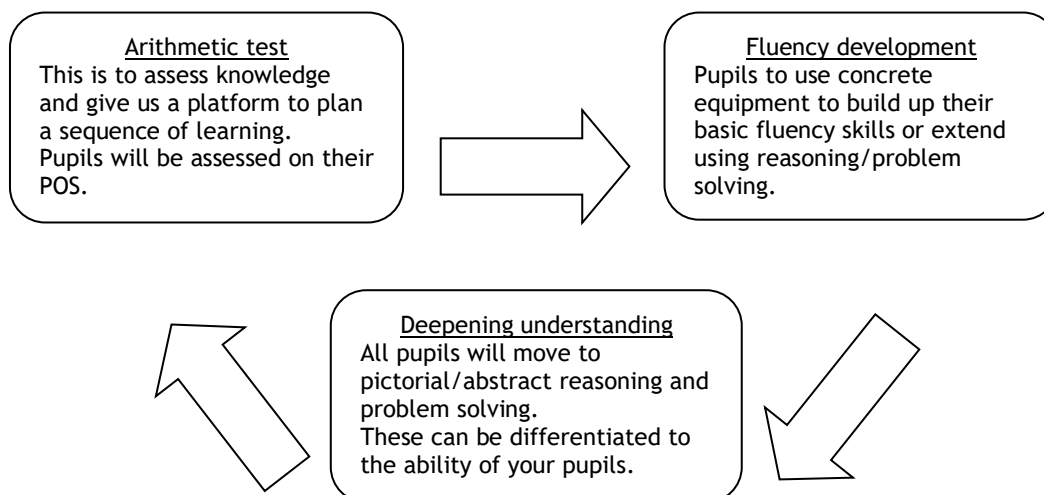


What are our aims for arithmetic lessons?

Pupils will:

- Develop their declarative and procedural mathematical skills explicitly in arithmetic sessions
- Deepen their understanding of core concepts through a mastery approach to arithmetic
- Be challenged through the use of reasoning and problem solving
- Develop transferrable skills that pupils can apply across all aspects of mathematics
- Improve rapid recall/efficiency of known facts and methods

How are we going to achieve these aims?



Example arithmetic cycle:

Week 1	Arithmetic test	- Marked and discussed together as a class - AfL used to identify a skill/method to develop
Week 2	Teach and fluency	- Skill/method is taught and fluency tasks are completed
Week 3	Reasoning and problem solving Or/ Additional fluency	- Learning is deepened through reasoning and problem solving - If pupils struggle with the concept, continue with fluency activities rather than push on
Week 4	Reasoning and problem solving	- Further deepening of understanding is pushed in confident pupils - Less confident pupils have the opportunity to access reasoning
Week 5	Arithmetic test	- Marked by staff/pupils - AfL used to identify a skill/method to develop for the next arithmetic cycle

- Arithmetic assessments will be carried out every 4-5 weeks.
- There will be a balance of self-marking and adult marking of arithmetic tests. This provides an opportunity to discuss methods with pupils during self-marking sessions.
- TTRS, One Minute Maths and Numbots will be used from Years 1-6 as a tool for promoting rapid recall of times tables and their related division facts (scores are not required to be recorded by staff on a weekly basis).
- KIRFs overview document to be used as a focus for the instant recall facts to be practised alongside the skill selected for the cycle.
- Times tables assessments to be carried out at the end of each half term.
- Areas where your class have struggled become the focus of the next 3-4 weeks of arithmetic lessons.
- Staff to use AfL to decide if consecutive arithmetic lessons would help transfer learning to long term memory.
- Begin with the four operations and the associated formal methods - to be taken from the Calculation Policy.
- Lessons will focus on building fluency knowledge first, which may need activities to involve concrete resources as the first building blocks to aid understanding of formal methods.
- The focus of these sessions is to build proficiency with the formal methods.
- When pupils are comfortable with using the formal methods, they should be challenged with reasoning and problem-solving tasks to deepen their understanding.
- Staff use their judgement on which activities are recorded in books and which are completed using

- whiteboards, practically or outside.
- Teaching will be tailored specifically to the needs of the pupils using AfL

How will we measure our success?

- Are the arithmetic test scores for your pupils improving?
- Do the pupils feel more confident in arithmetic lessons?
- Are the pupils able to recall maths facts quicker and with greater accuracy?
- Are the pupils able to transfer their basic skills in arithmetic to maths lessons?
- Do the pupils use the formal methods taught in arithmetic lessons?

Last updated: October 2024

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